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KEISER UNIVERSITY

www.keiseruniversity.edu

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

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Keiser University main campus – Ft. Lauderdale, FL

GENERAL INFORMATION

Mission Statement

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

Philosophy

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

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

Keiser University's goal is to develop career prepared individuals by providing an educational program that produces employable, skilled, educated, and responsible future citizens. Consequently, Keiser University students are prepared to provide professional, technical and marketable skills necessary to

meet the projected needs of society. Inherent in the goals established for Keiser University is the belief that learning takes place through multiple delivery methods and in various settings. For this reason, Keiser University curricula are flexible, individualized, experiential, and instructional, and are structured in a sequential and cumulative fashion.

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

Strategic Directions

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

I. Promote academic excellence by providing institutional resources, assistance, and oversight
   - A. To actively be involved with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and such programmatic accreditation agencies as are desired and appropriate.
   - B. To assess the effectiveness of and consequentially enhance the educational and academic service programs of the university.
   - C. To provide academic support services in their program of study designed to enhance student learning and prepare graduates for successful occupational choices.

II. Continue the implementation of appropriate fiscal and budgetary processes to support the mission
   - A. To ensure that the Board of Trustees continues to provide appropriate oversight of the financial and budgetary operations of the University.
   - B. To analyze the ongoing financial operations of the university to ensure fiscal responsibility.
   - C. To strategically manage finances in order to maintain a strong financial base of operations necessary for future expansion.

III. Develop and support initiatives designed to enhance student success and retention
   - A. To provide comprehensive academic support to empower students' learning and success.
   - B. To foster a vibrant campus culture that engages students and promotes a sense of community.
   - C. To increase student retention by addressing financial, social, and academic challenges.
   - D. To strengthen faculty and staff engagement to support student success initiatives.

IV. Prioritize the strategic management of university resources to increase operational efficiency in support of the mission
   - A. To enhance decision-making relevant to the allocation of university resources in order to achieve better outcomes for university operations.
   - B. To attract and retain well-qualified faculty and staff.
   - C. To review all degree programs to ensure currency, relevancy, and cost-effectiveness with respect to content, delivery, and outcomes.

V. Develop and maintain high-demand educational programs that expand the domestic and international reach of the university's services
   - A. To pursue educational initiatives appropriate for a variety of domestic and global locations and cultural settings.
   - B. To increase the capacity of faculty to manage curriculum strategically.

VI. Enhance the university's relationships with alumni, business partners, and the professions it serves

A. To cultivate the Keiser University alumni development program.

B. To create opportunities to partner with community organizations where mutual benefit can be realized through collaborative agreements and/or articulation agreements.

C. To enhance the community outreach initiatives of the various extended Keiser University locations to support their community service, public relations, and institutional advancement campaigns.

VII. Adapt to the emerging technological landscape by integrating artificial intelligence and other advanced technological infrastructure

A. To convene an Artificial Intelligence Advisory Committee to study AI capabilities and the risks and benefits posed to the institution.

B. To capitalize on opportunities to integrate current technology into educational simulation experiences.

C. To leverage advanced data analysis techniques to drive student success and retention efforts.

History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accreditation

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

- Keiser University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Keiser University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Keiser University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).
- The following accounting programs at Keiser University-Ft. Lauderdale Campus and its off-campus instructional sites hold separate accounting accreditation by the Accreditation Council for Business Schools and Programs: Bachelor of Arts in Accounting, and Master of Accountancy. The Master of Business Administration with a concentration in Accounting is accredited by ACBSP for business, and the Associate of Arts in Accounting is not within the scope of specialized accreditation from ACBSP. The Accrediting Council for Business Schools and Programs can be reached at ACBSP US World Headquarters, 11520 West 119th Street, Overland Park, Kansas 66213, (913) 339-9356 acbsp.org.
- The following business programs at Keiser University Ft. Lauderdale Campus and its off-campus instructional sites are accredited by the Accreditation Council for Business Schools and Programs: Associate of Arts in Business Administration, Bachelor of Arts in Business Administration, Bachelor of Arts in Business Administration—Automotive Dealer Management, Master of Business Administration, and Doctor of Business Administration. The Accrediting Council for Business Schools and Programs can be reached at ACBSP US World Headquarters, 11520 West 119th Street, Overland Park, Kansas 66213, (913) 339-9356 acbsp.org
- The Doctor of Chiropractic degree program at the Keiser University College of Chiropractic Medicine is awarded programmatic accreditation with imposed probation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480) 443-8877, Website: www.cce-usa.org.
- Keiser University's Master of Science in Clinical Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314, (703) 535-5990. www.cacrep.org.
- The Keiser University Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 West Higgins Road, Suite 906, Rosemont, Illinois 60018-5603 (224) 275-9130. https://www.coacrna.org/ The program's next review by the COA is scheduled for Spring 2033.
- The Master of Science in Nursing degree at Keiser University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Keiser University Master of Science in Clinical Nutrition – Coordinated Program offered at the Melbourne, Lakeland, Pembroke Pines, and Port St Lucie campuses is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, USA, 800-877-1600 ext. 5400 eatright.org/acend.
- The Master of Science in Occupational Therapy (MSOT) Bridge program at the Keiser University Ft. Lauderdale and the Fort Myers Campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). As of August 2024, the MSOT Bridge program at the Keiser University

Jacksonville Campus has been granted Candidacy Status by ACOTE. The MSOT Bridge program at Keiser University Jacksonville campus is pursuing a pre-accreditation review and will complete the on-site evaluation to pursue Accreditation Status before its graduates become eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). ACOTE can be reached at the Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association, *7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814;* Office phone: (301) 652-AOTA; website: **www.acoteonline.org**

Americans with Disabilities Act

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

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

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

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

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

Students have the right to file a grievance with Keiser University in the event that students believe the University has not followed its policies. The grievance procedures are described in this catalog.

The following individual is Keiser University's Section 504 Coordinator:

Jacqueline Boneri
Associate Vice Chancellor of Student Services
Office of the Chancellor
1900 W. Commercial Boulevard, Suite 180
Ft. Lauderdale, Florida 33309
Office: (954) 776-4476
jboneri@keiseruniversity.edu

Equal Opportunity Statement

Keiser University's policy of equal opportunity, consistent with Federal policy, is that no person shall, on the grounds of race, creed, color, handicap, national origin, sex, age, political affiliation, sexual orientation, marital status, belief, or religion, be excluded from any training, be denied the benefit of training or be subjected to discrimination in any hiring practice or activity of the University. To ensure continued success in achieving equal opportunity and non-discrimination in all of its programs and departments, Keiser University hereby reaffirms that it is the responsibility of all staff, administration and supervisory personnel to work actively to ensure equal opportunities within their respective departments, as well as to demonstrate a personal and professional commitment to equal opportunity for all persons. Management and supervisory personnel have a responsibility to provide leadership and support for equal opportunity programs.

Memberships and Approvals

Association Memberships

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

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

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

Chamber of Commerce Memberships

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

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

Approvals

Broward Employment and Training Administration
Florida Department of Labor and Employment Security Division of Vocational Rehabilitation
Florida Department of Veterans Affairs, Bureau of State Approving for Veterans Training (not all programs or locations)
U.S. Department of Education (for Title IV federal financial aid programs)

Other Affiliations

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

Articulation Agreements

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

Governance

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

Board of Trustees

Chair

Tom Foster, President, Foster Learning Corporation

Vice Chair

Josh Fordin, Senior Associate, Hogan Lovells US, LLP

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Nicole Heran, Project Executive – SFL Operations Director, Barr & Barr, Inc.
Michael Viola, Chief Executive Officer, Congruity
Howard Talenfeld, Partner, Kelley Kronenberg, LLP.
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DESCRIPTIONS OF FACILITIES AND EQUIPMENT

Keiser University, Clearwater

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

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

Keiser University College of Golf & Sport Management

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

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Keiser University, Daytona Beach

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

Keiser University Flagship Campus

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

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Keiser University, Ft. Lauderdale

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

Keiser University, Fort Myers

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

Keiser University, Jacksonville

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

Keiser University, Lakeland

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

Keiser University, Melbourne

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

Keiser University, Miami

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

Keiser University, Naples

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

Keiser University, New Port Richey

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

Keiser University, Orlando

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

Keiser University, Pembroke Pines

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

Keiser University, Port St. Lucie

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

Keiser University, San Marcos, Nicaragua

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

Keiser University, Sarasota

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

Keiser University, Shanghai, China

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

Keiser University, Tallahassee

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

Keiser University, Tampa

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

Keiser University, West Palm Beach

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

ADMISSIONS

General Admission Requirements

Applicants desiring to enter Keiser University must submit an application to the Admissions Office well in advance of the start date. This permits proper scheduling and ensures availability of classroom space. Applications for Winter, Spring, Summer, or Fall semesters should be made as early as possible, as these entry dates are normally the time of greatest enrollment. Applicants may find additional information about admission requirements at https://www.keiseruniversity.edu/graduate-school/admissions/requirements/

General Master's Admission Requirements

- Submit an application for admission to the Graduate School
- Pay the $55 application fee

- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision.
- Supplemental documentation may be included, but are not required, to support a prospective student's application:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

General Doctorate Admission Requirements

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submitting a Personal Statement
  - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

Denial of Admission

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

Additionally, the University reserves the right to evaluate the individual circumstances regarding registered sex offenders, and in certain cases refuse admission to the University. When a prospective student receives a registered sex offender designation, the University reserves the

right to place the admissions process on hold, contingent upon the review and approval from a designated acceptance committee.

5% Rule

Keiser University reserves the right to accept up to 5% of applicants per academic year to a graduate program who do not meet appropriate entrance test scores and/or GPA requirements. Students are eligible to request an admissions decision from the Vice-Chancellor of the Graduate School. Students are requested to submit documentation supporting their application and the Vice-Chancellor holistically evaluates the candidates; ultimately rendering and articulating their decision via a rubric. Potential decisions are as follows: accepted, conditional acceptance, and not accepted. If rejection occurs an appeal may be granted. To request an appeal a written petition must be submitted by the applicant to the Vice-Chancellor's office. If the appeal is unsuccessful the student is rejected. Upon acceptance, an acceptance letter is issued to the student from the Graduate School.

Program-Specific Admissions Requirements

BUSINESS AND TECHNOLOGY

DOCTOR OF BUSINESS ADMINISTRATION

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

To ensure success in the core curriculum of the DBA program, candidates are required to demonstrate competency in business knowledge before starting the DBA program. Students who do not have a degree in business will be provided the opportunity to take the MBA prerequisite courses in the semester(s) prior to the start of the DBA program. Candidates must pass the prerequisite courses with at least a "B" or retake the course. Candidates may attempt the prerequisite courses no more than two times unless appeal process is approved.

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

Required documents for admission are as follows:

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

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

MASTER OF ACCOUNTANCY

Candidates for admission to the Master of Accountancy program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate

degree in accounting, business, or equivalent with appropriate upper division accounting courses is a requirement. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, and supplemental admission documents.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or curriculum vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

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

MASTER OF BUSINESS ADMINISTRATION

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

Candidates for the MBA program will have their undergraduate transcripts evaluated by the program coordinator during the admission process. Students who have successfully completed 6 undergraduate credits or 3 graduate credits with at least a B grade in each of these aforementioned areas will receive a prerequisite waiver. Students who have not successfully completed 6 undergraduate credits or 3 graduate credits with at least a B grade in each of these aforementioned areas will be provided the opportunity to take the pre-requisite courses within

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

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or curriculum vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

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

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

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

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

- This requirement may be waiver for students who meet any one of the following:
    - Graduate degree from an accredited institution
    - Undergraduate degree from an accredited college or university with a grade average of at least 3.0
    - Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
    - Completion of the first semester of enrollment with a minimum grade average of 3.0

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

MASTER OF SCIENCE IN FINANCIAL TECHNOLOGY

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

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or curriculum vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
    - Letter of Recommendation
    - GMAT or GRE Test Scores

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

MASTER OF SCIENCE IN INFORMATION SECURITY

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

Admission Requirements:

- Baccalaureate degree in an IT related computer discipline from an accredited university. Applicants must have knowledge of data structures and algorithms, assembly language and computer architecture, structured programming in a modern high-level language, and discrete mathematics.

- Applicants who do not have an adequate background may be required to take one or more of these pre-requisites:

○ CDA2100	Computer Architecture	4.0 credit hours
○ COP1800C	Java Programming I	4.0 credit hours
○ COT2104	Discrete Mathematics and Probability	4.0 credit hours
○ COT1405C	Introduction to Algorithms	4.0 credit hours

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

Required documents for admission are as follows:

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

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

- Graduate degree from an accredited institution

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

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

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Admission Requirements:

- Baccalaureate degree from an accredited institution in an information technology related field.
- Applicants with degrees outside of IT may be considered with a minimum of two years of professional work experience in the field.

Required documents for admission are as follows:

- Submission of a completed Graduate School Application
- Submission of an unofficial transcript or copy of a foreign evaluation showing successful completion of a bachelor's degree from an accredited college or university
- A minimum undergraduate GPA of 2.7 or higher and a minimum of two years of professional work experience
- Submission of official transcripts or original foreign evaluations showing successful completion of a baccalaureate degree from an accredited college or university received within the first semester of enrollment
- Minimum GMAT score of 450, GRE composite score of 295 (or 1350 for tests taken before August 1, 2011) or MAT score at the 40th percentile received within the first semester of enrollment
- Formal resume indicating education and complete work history

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

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

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

MASTER OF SCIENCE IN MANAGEMENT (OFFERED IN SPANISH)

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

Required documents for admission are as follows:

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

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

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

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Candidates for admission to the Master of Science in Organizational Leadership program are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in organizational leadership is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental admission documents.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign

Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

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

- Minimum 3.0 CGPA (bachelor's entry)
- Resume or curriculum vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application.

Supplemental documents may include:

- Letter of Recommendation
- GMAT or GRE Test Scores

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

MASTER OF SCIENCE IN SPORT MANAGEMENT AND OPERATIONS

Admissions requirements for the program are described below:

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

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

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

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee

- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or curriculum vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

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

CHIROPRACTIC MEDICINE

DOCTOR OF CHIROPRACTIC

Candidates for admission to the DC program are required to hold at least a Baccalaureate degree or its equivalent from a regionally accredited college or university with a minimum GPA of 3.0 or higher. Exceptional applicants with three years of undergraduate study (90 semester hours) will be considered for admission if spaces are available. Such students will be required to complete their Baccalaureate degree from Keiser University before graduation from the DC program. You should meet or exceed these expectations:

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

chemistry, biochemistry, toxicology/pharmacology, and nuclear medicine) and Physical Sciences (physics, and biomechanics)

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

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

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

Required Documents for Admission

In addition to meeting the criteria listed above, the student's application must also include:

- Submission of a completed Chiropractic College Application.
- Submission of official transcripts from all previously attended post- secondary institutions.
- Two letters of recommendation.
- A one-page personal statement describing intent to pursue the Doctor of Chiropractic degree.
- An applicant who is from a country where American English is not the primary language or whose bachelor's degree is not from an accredited US institution, must submit a minimum TOEFL score of 550 (paper-based test) or 213 (computer-based test).
- An interview (in person or by telephone) with the Vice President and/or DCP faculty.
- If on the AATP track, the AATP track admission paperwork signed by student and Vice President.
- Successful background check.
- Successful drug screen.

Technical Standards

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

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

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

Criminal Background Check

State and/or federal laws through designated agencies regulate health professions. Each agency sets the specific requirement for granting licensure or certification to practice as a healthcare provider. Most agencies have restrictions on eligibility to sit for credentialing examinations and granting licensure or certification to an individual with a criminal record. Pursuant to Florida Statutes Section 456.0635, the Florida Department of Health and related health care boards will

refuse to issue and/or renew a license, certificate, or registration and will refuse to admit a candidate for examination if the applicant has been:

- Convicted or pled guilty or no contest, regardless of adjudication, to a felony violation of the following Florida Statutes: Chapter 409 - Social and Economic Assistance, Chapter 817 -Fraudulent Practices or Chapter 893 - Drug Abuse Prevention and Control, or 21 United States Code ss. 801-970 that pertains to Controlled Substances or 42 United States Code ss. 1395-1396 that pertains to Public health and Welfare and Medicare, unless the sentence and any probation or pleas ended more than 15 years prior to the application.
- Terminated for cause from the Florida Medicaid Program unless the applicant has been in good standing for the most recent 5 years.
- Terminated for cause by any other State Medicaid Program or the Medicare Program unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years.
- Is currently listed on the United States Department of Health and Human Services Office of Inspector General's List of Excluded Individuals and Entities.

Section 456.0635 of the Florida Statutes lists restrictions for initial licensure applicants and renewals. It is the responsibility of the applicant to research eligibility for the examination, license, and/or certification being sought.

The initial criminal background check will be required during the admissions process and prior to enrollment in the Doctor of Chiropractic Program. The completed background report will be reviewed and a determination concerning program acceptance made within three (3) to five (5) business days. The University reserves the right to deny an application.

In addition, criminal background checks may be conducted during and after matriculation. Additionally, should the student become involved in criminal activity after program acceptance in which the initial criminal background clearance status becomes compromised, the student will be withdrawn from the program. The program and the university will not modify the curriculum for students who have an unsatisfactory criminal background status. All students must complete both a criminal background and drug screen checks. A student may encounter potential problems with completing clinical practice placements and/or obtaining licensure and certification if he or she has a criminal record.

Drug Screening

The DCP complies with the Keiser University drug policy and Federal government regulations for a Drug Free Workplace for both students and employees. All students applying for acceptance into the DCP will undergo mandatory initial drug screening, in addition to subsequent random drug screening tests while enrolled in the program. Drug screening is to comply with Florida Statues Section 456 Regulating Health Provisions. Effective January 2023, all students are required to complete a 10-panel drug screen prior to enrollment in the DCP and/or at any time throughout the duration of the program as per program policy and in accordance with clinical affiliate requirements.

- Tests will be conducted by a qualified laboratory chosen by the University.
- Students will be informed of their testing facility date and must adhere to the date assigned; changing the date for testing requires prior approval by the Vice President of the DCP. Students must follow the procedure for collection as determined by the collection site.
- All fees associated with the drug screening process are the responsibility of the student.
- Any clinical affiliate reserves the right to ask for additional screening before permitting students to begin clinical assignment(s).
- Additional drug screening may be required upon reentry to the DCP from withdrawal, leave of absence, scheduled gap, or academic interruption or at the request of the Vice President.
- The Vice President must receive the testing results directly from the lab.
- If a student is suspected of being under the influence of alcohol or drugs on campus or in the clinical/practicum setting, Keiser University and the assigned clinical affiliate reserve the right to require a random drug test in accordance with institutional policy and procedures.
- Students should be aware that some clinical facilities require a drug screening onsite prior to the clinical rotation or a random drug screening during the clinical rotation. Students are required to abide by facility protocols and responsible for any associated fees.

In the event that a student receives a positive drug screen result, the following actions may occur:

- If it is determined the student has breached the Keiser University Drug Policy, the student will be immediately dismissed from the program and subsequently from the University.
- The student may request testing at another facility within 24 hours of notification of a positive drug screen result. A second positive drug screen report will result in the student being dismissed from the program and subsequently the University. Medication prescribed to the student by a licensed physician is an exception; in which case supportive documentation must be presented to the Vice President of the DCP. and/or University for review *(any additional costs incurred in this process are the sole responsibility of the student).*
- Refusal to submit to a second drug screen test after an initial positive drug screen result may lead to immediate dismissal from the program and the university.
- The student may petition for a grievance hearing by completing the "Request for Grievance Committee" form, which can be obtained from the Director of Student Services during normal business hours. The student must initiate the grievance process within two (2) business days of the alleged occurrence. *(Refer to University catalog grievance policy.)*

EDUCATION

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

Candidates for admission to the Ph.D. and Ed.D. programs are required to hold a master's degree (or equivalent) from an accredited institution. An admission decision is based on a combination of a student's graduate academic performance, professional experience, letters of recommendation and/or standardized test scores.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submit a Personal Statement
    - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

EDUCATIONAL SPECIALIST

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal

contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:

- Letter of Recommendation
- *GMAT or GRE Test Scores*

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

MASTER OF SCIENCE IN EDUCATION

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

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

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

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of
  2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0. **Failure to provide documentation required at the end of the first semester may lead to suspension from the University.**

MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING

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

Required documents for admission are as follows:

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

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

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

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

HEALTH SCIENCES

DOCTOR OF HEALTH SCIENCE

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

Required Documents for Admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submit a Personal Statement
    - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

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

Program admission is limited and very competitive as the number of applicants typically surpasses the number of students who are accepted for each start. Each applicant is responsible for compiling and submitting the completed application and required documentation. Incomplete applications will not be accepted. Applicants must meet Keiser University Graduate School Admission and English Proficiency requirements, as well as requirements for admission to the program major as listed below.

Admission Criteria: Doctor of Nurse Anesthesia

Applicants must be a Registered Nurse with:

1. Baccalaureate degree in nursing (BSN) from an accredited nursing program
2. Non-nursing Baccalaureate degrees may be considered on a case-by-case basis
3. Required cumulative grade point average (GPA) of >3.0 on a 4.0 scale. An emphasis is placed on science coursework. Applicants with a graduate degree from a regionally accredited college or university will have their graduate and undergraduate GPA included for admissions consideration.
4. Completed application to Nursing CAS
5. Application fee to be submitted at time of application
6. Three letters of recommendation that are signed and dated:
    a. One must be from the applicant's current clinical supervisor in ICU and must be provided on the KU recommendation form
    b. One recommendation preferred attesting to academic work

c. One recommendation must be from individuals who can assess the applicant's performance and level of clinical expertise in an acute care setting

7. Current Resume
8. A minimum of 40 hours required shadowing an anesthesia provider, preferably a CRNA. Hours obtained during an applicant's employment hours are not considered as shadowing hours. Shadowing hours must be obtained in the US.
9. A personal statement letter (three pages, excluding cover and references in AMA format) addressing the following:
    a. A clear statement of your goals and expectations for entering the program
    b. Your understanding of the role of a Certified Registered Nurse Anesthetist (applicants are required to shadow a CRNA)
    c. Include at least one article supporting your understanding of the role of a Certified Registered Nurse Anesthetist, cited according to current AMA Format standards
10. Current and unrestricted (clear/active) license as a Registered Nurse in one of the states, or one of the protectorates of the United States, with eligibility for Florida RN licensure, which must be obtained prior to admission
11. Completion of required undergraduate coursework and official transcripts from all academic institutions attended. If prerequisite science coursework is more than 5 years old, repeating or supplementing with a refresher course at the undergraduate level is highly recommended. An overall science GPA of 3.0 is preferred.
12. Completion of the following courses with a B or better:
    a. Statistics course
    b. Undergraduate Health Assessment course
    c. Two Anatomy and Physiology courses
    d. General Chemistry I and General Chemistry II
    e. One of the chemistries must have a laboratory component. A least one Chemistry course must have been taken within five years of the program's start. Introduction to Chemistry, Survey of any chemistry, and Chemistry for Health Sciences are not accepted. The syllabi of equivalents will be reviewed on a case-by-case basis.
13. An applicant who is from a country where American English is not the primary language or whose bachelor's degree is not from an accredited US institution must submit a minimum:
    a. TOEFL score of 550 (paper-based test) or 213 (computer-based test)
14. Evaluation of bachelor's degree by a recognized US evaluation service attesting to the fact that the degree is equivalent to that required for admission to the program
15. Minimum of one-year experience as a Registered Nurse in a critical care area, and currently employed with a full-time position. The preferred areas of ICU include Medical ICU, Trauma ICU, Neuro ICU, and CVRU. *NICU and PICU are not accepted without adult critical care experience. The one- year experience does NOT include orientation to ICU or the unit.*
16. For admission to the program and throughout its duration, students are required to possess and maintain current Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certifications. Please provide copies of these certifications to Keiser University. Once students reach a specific stage in the program, Pediatric Advanced Life Support (PALS) certification becomes mandatory. The university will facilitate the acquisition of this certification. All students are required to recertify their BLS and

ACLS certifications twice during the curriculum. Only certifications from the American Heart Association are accepted.

17. Current, valid unrestricted driver's license from one jurisdiction of the United States
18. Acceptable background check

Admission Health Status

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

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

All students must have an annual PPD/TB Test and provide that documentation to the Program.
If positive for the first time, the student must have documentation by a physician that the student does not have active TB before they will be allowed to continue in the clinical area.
If the student was positive upon enrollment, the student will complete a health (cough) questionnaire every year and have a chest x-ray taken if symptomatic. Keiser University students are subject to and must adhere to polices established by the clinical affiliate sites.
TB tests are not to be read by Keiser University clinical preceptors, faculty, students, or family members.

Health and Malpractice Insurance

Keiser University requires that all students enrolled in the Nurse Anesthesia Program must participate in the accident & health insurance program sponsored by the university, unless proof of comparable coverage is documented each year.
Please review your current coverage to be sure you are adequately covered. For those having adequate coverage, you will need to waive out of the Keiser University Student Health Plan. Many students have insurance coverage under their parent's or spouse's plan. If that plan is a managed care type plan, providing benefits through certain network providers, the student should determine what benefits will be available in the vicinity of the school.
The health insurance information can be accessed at:
http://www.insuranceforstudents.com/kunaples
Keiser University will facilitate Student Registered Nurse Anesthetist's (SRNA) purchase of medical malpractice insurance in the amount of $1,000,000/ $6,000,000 (per occurrence/aggregate) prior to their clinical practicum assignment. The medical malpractice insurance must be kept active for the duration of the program.

Criminal Background Check

Criminal background checks will be conducted before, during and after matriculation. The university reserves the right to deny an application. Additionally, should the student become involved in criminal activity after program acceptance, in which the initial criminal background clearance status becomes compromised, the student will be withdrawn from the program. The program and the university will not modify the curriculum for students who have an unsatisfactory criminal background status.
All students must complete both a criminal background and drug screen checks. A student may encounter potential problems with completing clinical practice placements and/or obtaining licensure and certification if he or she has a criminal record. For specific information, contact the Board of Nursing through its website. If a student has a criminal record, it is the student's responsibility to inquire with the Board of Nursing and certification/credentialing body as to whether a criminal record may limit the student's ability to obtain licensure and/or certification or to practice in certain settings. Additionally, students must disclose any criminal record /prior

arrest to the admissions committee. The criminal record may disqualify an applicant for admissions.

Health and Background / Drug Screening

All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program and to comply with criteria for nursing licensure and adherence to American Association of Nurse Anesthetist's professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.

Students should notify Keiser University of any change in health status, if it may inhibit his/her ability to participate in the program.

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

DOCTOR OF NURSE ANESTHESIA PRACTICE (COMPLETION)

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

Admission Requirements:

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

Required documents for admission are as follows:

- Submission of a completed Graduate School Application
- Current Resume
- Personal Purpose Statement addressing the following areas (limit to 2 double spaced typed pages in 12 point Times Roman font in AMA format):
    - Reasons for seeking this educational opportunity (DNAP degree)
    - Potential areas of study for capstone project – (this could be a practice improvement project, clinical management issue in an area of clinical significance and relevance)
    - Prior life/work experience that will be useful in attaining the DNAP
    - How the DNAP will assist the applicant in attaining career goals

- Description of the applicant's clinical practice, which will include clinical practice setting, general description of the types and numbers of anesthesia cases per month
- Driver's license copy- Current, valid unrestricted driver's license from one jurisdiction of the United States
- Application fee to be submitted at time of application

Interview

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

DOCTOR OF NURSING PRACTICE

Admission to the Doctor of Nursing Practice program is based on a review of application materials by the program faculty. Strong applicants must have at least one year of recent clinical practice experience working with patients and show evidence of prior academic success as well as potential for future success in graduate school.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of unofficial/official transcript showing successful completion of a master's degree in nursing, showing a minimum CGPA of 3.0 from an accredited school recognized by the USDOE. If transcripts are in a foreign language, the student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.
- Active unrestricted Professional Registered Nurse in your state of residence.
- Submission of current resume or curriculum vitae indicating education, complete work history, volunteer activities, publications and/or presentations.
- Submission of a one-page Personal Statement indicating the applicant's intent to pursue the DNP and areas of potential interest for the DNP Project.
- Submissions of three professional Letters of Recommendation with at least two from health care professionals and one from nursing faculty. Letters should address the applicant's academic and professional potential.
- Complete a clear criminal background check at the time of application. Clear drug screening and/or additional background check dependent upon clinical experience site.
- Upon successful submission of a completed admission file, top applications are invited to interview with Nursing department faculty. The interview is a required part of the admissions process. An invitation to interview does not guarantee admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program.
- Supplemental documentation may be included, but is not required, to support a prospective DNP student's application:
  - GMAT or GRE Test Scores

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

MASTER OF SCIENCE IN EXERCISE AND SPORT SCIENCE

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

MASTER OF SCIENCE IN NURSING

Admission to the Master of Science in Nursing program is based on a review of application materials by the program faculty. Strong applicants show evidence of academic success and potential for success in graduate school.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of unofficial/official transcript showing successful completion of a bachelor's degree in nursing, showing a minimum CGPA of 3.0 from an accredited school recognized by the USDOE. If transcripts are in a foreign language, the student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.
- Active unrestricted Professional Registered Nurse License in Florida.
- Submission of current resume or curriculum vitae indicating education and a complete work history.

- Submission of a one-page Personal Statement indicating the applicant's intent to pursue the MSN degree.
- Submissions of three professional Letters of Recommendation with at least two from health care professionals. Letters should address the applicant's academic and professional potential.
- Complete a clear Level 2 criminal background check at the time of application. Clear drug screening and/or additional background check, dependent upon the clinical experience site.
- Upon successful submission of a completed admission file, top applications are invited to interview with Nursing department faculty. The interview is a required part of the admissions process. An invitation to interview does not guarantee admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program.
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of an additional Personal Statement. This additional personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine if the student meets the requirements to be recommended to the Nursing department faculty for interview consideration.
- Supplemental documentation may be included, but is not required, to support a prospective MSN student's application:
- GMAT or GRE Test Scores
- Applicants outside of Florida should be aware of clinical practicum requirements in the state where they reside. Before you apply to any nursing program at Keiser University, contact your State Board of Nursing to verify that you will be able to complete clinical practicums while attending an out-of-state school.

MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER

admission to the Master of Science in Nursing, Family Nurse Practitioner program is based on a review of application materials by the program faculty. Strong applicants must have at least one year of recent clinical practice experience working with patients and show evidence of prior academic success as well as potential for future success in graduate school.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of unofficial/official transcript showing successful completion of a bachelor's degree in nursing, showing a minimum CGPA of 3.0 from an accredited school recognized by the USDOE. If transcripts are in a foreign language, the student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.
- Active unrestricted Professional Registered Nurse License in Florida along with the state in which you plan to complete clinical experiences (if outside of Florida).

- Submission of current resume or curriculum vitae indicating education, complete work history, volunteer activities, publications and/or presentations.
- Submission of a one-page Personal Statement indicating the applicant's intent to pursue the MSN-FNP degree.
- Submissions of three professional Letters of Recommendation with at least two from health care professionals and one from nursing faculty. Letters should address the applicant's academic and professional potential.
- Complete a clear Level 2 criminal background check at the time of application. Clear drug screening and/or additional background check dependent upon clinical experience site. Applicants should be aware that many agencies and credentialing bodies require a satisfactory criminal background check as a prerequisite for a practicum or clinical work.
- Upon successful submission of a completed admission file, top applications are invited to interview with Nursing department faculty. The interview is a required part of the admissions process. An invitation to interview does not guarantee admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program.
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of an additional Personal Statement. This additional personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine if the student meets the requirements to be recommended to the Nursing department faculty for interview consideration.
- Supplemental documentation may be included, but is not required, to support a prospective MSN-FNP student's application:
    - GMAT or GRE Test Scores

Applicants outside of Florida should be aware of clinical practicum requirements in the state where they reside. Before you apply to any nursing program at Keiser University, contact your State Board of Nursing to verify that you will be able to complete clinical practicums while attending an out-of-state school. You are also responsible for being aware of the Board of Nursing requirements for RN and APRN licensure in the state in which you reside.

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

Admission to the Master of Science in Nursing, Women's Health Nurse Practitioner program is based on a review of application materials by the program faculty. Strong applicants must have at least one year of recent clinical practice experience working with patients and show evidence of prior academic success as well as potential for future success in graduate school.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of unofficial/official transcript showing successful completion of a bachelor's degree in nursing, showing a minimum CGPA of 3.0 from an accredited school recognized by the USDOE. If transcripts are in a foreign language, the student

must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
* Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.

- Active unrestricted Professional Registered Nurse License in Florida along with the state in which you plan to complete clinical experiences (if outside of Florida).
- Submission of current resume or curriculum vitae indicating education, complete work history, volunteer activities, publications and/or presentations.
- Submission of a one-page Personal Statement indicating the applicant's intent to pursue the MSN-WHNP degree.
- Submissions of three professional Letters of Recommendation with at least two from health care professionals and one from nursing faculty. Letters should address the applicant's academic and professional potential.
- Complete a clear Level 2 criminal background check at the time of application. Clear drug screening and/or additional background check, dependent upon the clinical experience site. Applicants should be aware that many agencies and credentialing bodies require a satisfactory criminal background check as a prerequisite for a practicum or clinical work.
- Upon successful submission of a completed admission file, top applications are invited to interview with Nursing department faculty. The interview is a required part of the admissions process. An invitation to interview does not guarantee admission. Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program.
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of an additional Personal Statement. This additional personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine if the student meets the requirements to be recommended to the Nursing department faculty for interview consideration.
- Supplemental documentation may be included, but is not required, to support a prospective MSN-WHNP student's application:
    - GMAT or GRE Test Scores

Applicants outside of Florida should be aware of clinical practicum requirements in the state where they reside. Before you apply to any nursing program at Keiser University, contact your State Board of Nursing to verify that you will be able to complete clinical practicums while attending an out-of-state school. You are also responsible for being aware of the Board of Nursing requirements for RN and APRN licensure in the state in which you reside.

MASTER OF SCIENCE IN CLINICAL NUTRITION – COORDINATED PROGRAM

Students will enter the accredited program at one entry point, which is admission to the MSCN-CP at one of the campuses that offers the MSCN-CP. Students complete the admission process

under the direction of Admission Counselors. A Wonderlic score of 20 is required for acceptance into the MSCN program. The program director/program coordinator is notified when new students enroll and will start academic advising and GPA monitoring immediately.

MASTER OF SCIENCE IN NUTRITION - INNOVATIVE LEADERSHIP

Candidates for admission to the Master of Science in Nutrition – Innovative Leadership degree program are required to hold a four-year baccalaureate degree from an accredited institution. Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance. * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
- Letter of Recommendation
- GMAT or GRE Test Scores

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY – BRIDGE PROGRAM

Candidates for admission to the Master of Science in Occupational Therapy Bridge Program are required to hold an Associate of Science in Occupational Therapy Assistant degree from an institution accredited by a USDE-recognized agency. Candidates must achieve a minimum 3.0 GPA (on a 4.0 scale) with no grade less than C for all pre-requisite/co-requisite courses. Note: An Associate of Science in Occupational Therapy Assistant degree is expected to contain 83 semester credit hours. Candidates who enter with an Associate of Science in Occupational Therapy Assistant degree with less than 83 semester credit hours will be required to complete elective courses to bring the total to 83 semester credit hours. A Bachelor of Science in Occupational Health will be awarded after completion of 120 undergraduate semester credit hours. Candidates are required to have a minimum of one (1) year of recent, professional experience working as a licensed occupational therapy assistant and an active unrestricted Professional OTA license. An admission decision is based on a combination of a student's academic performance, previous clinical experience as a licensed occupational therapy assistant, three letters of recommendation to include: Two (2) from healthcare supervisors and one (1) from an OTA faculty member, a letter of intent, and an interview with MSOT faculty. Please note: An interview is not granted to all applicants. Applicants are required to have a clear

criminal background check. A drug screening test will be required of all students prior to clinical placement and/or at any time throughout the duration of the program as per the request of the program and/or its clinical affiliates.

Required Documents for Admission are as follows:

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

Note: Applicants must have a minimum of one year of recent clinical practice experience
Completed clear criminal history background check
Failure to provide documentation required at the end of the first semester may lead to suspension from the University.
Applicants should be aware that most agencies and credentialing bodies require an updated criminal background check as a prerequisite for fieldwork placements. Having been convicted of a felony and/or some misdemeanors may prevent the student from being licensed or employed or from completing fieldwork in pediatric/health care settings.

NOTE: Prior to admission to the MSOT program applicants who earned less than 83 credit hours in their Associate of Science in Occupational Therapy Assistant programs will be required to complete elective courses to make up for missing credits before beginning graduate level courses.
Applicants should be aware that most agencies and credentialing bodies require an updated criminal background check as a prerequisite for fieldwork placements. Having been convicted of a felony and/or some misdemeanors may prevent the student from being licensed or employed or from completing fieldwork in pediatric/health care settings.
NOTE: Prior to admission to the MSOT program applicants who earned less than 84 credit hours in their Associate of Science in Occupational Therapy Assistant programs will be required to complete elective courses to make up for missing credits before beginning graduate level courses.

SOCIAL SCIENCES

DOCTOR OF CRIMINAL JUSTICE

Candidates for admission to the Doctor of Criminal Justice program are required to hold a graduate degree (or equivalent) from an accredited institution. Two (2) years of full-time

managerial or professional experience in criminal justice or related social science field is recommended. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental documents.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submit a Personal Statement
    - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

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

DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE AND CRIMINOLOGY

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

Candidates for admission to the PhD in Criminal Justice and Criminology program with a conferred bachelor's degree (or equivalent) in criminal justice or related social science field from an accredited institution may enter the program as a bachelor's entry applicant with a minimum 3.0. undergraduate GPA.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submit a Personal Statement

- A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

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

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

Candidates for admission to the Ph.D. programs are required to hold a master's degree (or equivalent) from an accredited institution.* An admission decision is based on a combination of a student's graduate academic performance, professional experience, and supplemental documents.

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

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial master's or doctorate transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

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

- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- Submit a Personal Statement
  - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.

MASTER OF SCIENCE IN BEHAVIORAL HEALTH

Candidates for the Master of Science in Behavioral Health must hold a four-year bachelor's degree (or equivalent) from an institution accredited by a United States Department of Education-recognized agency. An overall undergraduate GPA of 3.0 or higher on a 4.0 scale is required. Although not mandatory, prior coursework in psychology, behavior analysis, or related fields is recommended for optimal success in the program. Graduate Record Examination (GRE) scores are not required and will not be considered in the admission review.

Application materials:

1. Completed Graduate School Application Form
2. Unofficial transcript—or, for international degrees, a foreign credential evaluation—showing completion of a bachelor's degree (official documents must be received by the end of the first semester of enrollment; failure to provide them may result in suspension)

3. Submission of official transcripts or original foreign evaluations showing successful completion of a bachelor's degree from an accredited college or university received within the first semester of enrollment
4. Current résumé or CV detailing educational background, professional experience, and relevant certifications (if any)
5. Two letters of recommendation. Letters must come from previous professors. If available, a letter from a Board Certified Behavior Analyst (BCBA) or a supervisor in psychology, special education, or a related clinical field is preferred and may be submitted in lieu of one recommendation from a previous professor. Applicants seeking priority consideration under Tier 1 or 2 must include at least one letter that verifies behavior analytic experience.
6. If currently credentialed by the Behavior Analyst Certification Board (BACB), include your certification number for verification (this is **not** the ID number in your portal, it appears on your certificate and should be formatted x-xx xxxxx)
7. Non-refundable application fee payable to Keiser University.

Failure to provide documentation required by the end of the first semester may lead to suspension from the university.

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Admission to the Clinical Mental Health Counseling program is competitive and based on faculty review of application materials. Strong candidates demonstrate academic achievement (GPA, personal statement, and letters of recommendation), strong interpersonal skills, and openness to personal and professional growth. Preference is given to applicants with relevant knowledge and experience in mental health or counseling through coursework, research, or work.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
  Submission of unofficial/official transcripts showing successful completion of a bachelor's degree showing a minimum CGPA of 3.0, preferably in psychology, behavioral science, social work, human development, or a related program from an accredited school recognized by the USDOE. If transcripts are in a foreign language, the student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  *Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.
- Submission of a resume or curriculum vitae.
- Submission of the CMHC specific Personal Statement Letter indicating the applicant's reasons for undertaking graduate study in mental health counseling, personal attributes, and future goals.
- Submissions of three professional Letters of Recommendation. Letters should be from individuals who can address the applicant's academic and professional potential (e.g. not family or friends).
- All applicants must complete a background check for consideration into the CMHC program. Please note that fieldwork sites, licensing boards, and credentialing bodies may have their own background check requirements. Admission to the program does not guarantee placement or licensure. Keiser University and the CMHC department are

not responsible for any denials by external agencies. If there are any flags on the background check, applicants are required to submit an additional background check letter addressing the nature of the flags and actions taken to address the matter.

- Upon successful submission of a completed admission file, applicants may be invited to an interview with the CMHC committee comprised of department faculty. If invited, the interview is a required part of the admissions process and does not guarantee admission.

  If CGPA is < 3.0, Keiser University's Graduate School requires the inclusion of a GPA-specific statement within your CMHC personal statement letter with an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Once all documents are received, the application will first be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine if the student meets the requirements to be recommended to the CMHC committee for admissions consideration.
- Supplemental documentation may be included, but is not required, to support a prospective CMHC student application:
  - GMAT or GRE Test Scores

*Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program taking all application content into consideration.

MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

MASTER OF SCIENCE IN PSYCHOLOGY

Candidates for admission to the Master of Science in Industrial and Organizational Psychology and Master of Science in Psychology programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in psychology is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate academic performance, professional experience, and supplemental documents.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal

statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:

- Letter of Recommendation
- GMAT or GRE Test Scores

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

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

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

MASTER OF ARTS IN CRIMINAL JUSTICE

MASTER OF ARTS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Candidates for admission to the MACJ and MAHS & EM programs are required to hold a four-year
baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in criminal justice is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, and supplemental documents.

Required documents for admission are as follows:

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance. *Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School. OR provide proof of Foreign Language Equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or Curriculum Vitae
- If CGPA is < 3.0 (Non-Specialty Programs ONLY) you will need to fulfill one of the following:
- Submit a Personal Statement (Preferred)
- Submit a Letter of Recommendation
- Submit your GMAT or GRE Test Scores

- If GPA is <2.70, there will be an Admission Review of the Completed Application with a final decision rendered by The Graduate School Vice Chancellor to determine propensity for success

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

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

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

MASTER OF ARTS IN INTERDISCIPLINARY STUDIES

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

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.

  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
    - Letter of Recommendation
    - GMAT or GRE Test Scores

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

- Graduate degree from an accredited institution

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

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

Professional Licensure or Certification

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

In order to comply with regulations regarding distance education, Keiser University is required to make the following disclosure to applicants and students completing their coursework outside of the state of Florida, including field experiences (e.g., internships, practicums, clinical placements), when their program of study customarily leads to professional licensure. The National State Authorization Reciprocity Agreement (SARA) of which we are a member, has no effect on state professional licensure requirements. Please visit our website at https://www.keiseruniversity.edu/heoa/professionallicensure for information on this topic. If you are unable to locate the correct information about professional licensure, or have difficulty obtaining the information you need, please contact the academic advisor for your program.

International Students

Keiser University is proud of the international character of its student body and welcomes students from other nations. All international students who participate in educational programs conducted in English must be fluent in English before they enroll. Applicants are asked to furnish proof that they can read, write, and speak English fluently. The University accepts only F-1 visas based upon a student's program of study in person in fully on-ground or hybrid coursework at one of our campuses in Florida. International student applicants must meet the following requirements for admission to Keiser University:

- Successful completion of a baccalaureate degree program that is equivalent to a baccalaureate degree in the United States. (Official records must be evaluated by a member agency of the National Association of Credential Evaluation Services http://www.naces.org attesting that completion is equivalent to a baccalaureate degree completed in the United States.)
- Proof of English language proficiency if the applicant's primary language is not English.
- Certification of financial ability to meet tuition and other necessary expenses or ability to qualify for financial aid as an eligible non-citizen.

Proof of English Language Proficiency

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

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

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

Transfer of Credit Policy and Procedures

Policy

- Qualified, accepted master's degree seeking students may transfer up to 12 master's-level credits earned from a college or university recognized by the USDE and must be equivalent to the relevant Keiser University course/s.
    a. Credits for courses from other institutions which are substantially equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
    b. Transfer credits from a non-U.S. college or university are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an institution of higher education in the United States recognized by the USDE.
    c. Acceptable courses will be equivalent to a B grade or higher. Those course/s represented with a Pass or Satisfactory grade may be transferrable at the discretion of the program chair and/or appropriate program Dean.
- Qualified, accepted doctoral degree seeking students may transfer up to 18 graduate-level credits earned from a college or university recognized by the USDE.
    a. Credits for courses from other institutions which are substantially equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
    b. Transfer credits from a non-U.S. college or university are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an institution of higher education in the United States recognized by the USDE.

c. Acceptable courses will be equivalent to a B grade or higher. Those course/s represented with a Pass or Satisfactory grade may be transferrable at the discretion of the program chair and/or appropriate program Dean.

- Requests for ***Military Transfer Credit*** will be evaluated through the existing Keiser University policy (SEE POLICY on Transfer Credit for Military Training and Education) and should be submitted through the JST portal preferably with ACE review and recommendations for transfer credit equivalency.
- Requests for ***Life, Work or Experiential Learning Credit*** will be evaluated through the existing Keiser University policy (SEE POLICY on Credit for Life Experience) through the College Credit by Portfolio Process.
- Students who are interested in ***continuing their education at an institution other than Keiser University Graduate School*** should first make inquiry at the institution they plan to attend to determine credits and requirements needed for entrance to that institution. Transferability of credit is up to the discretion of the receiving institution. Keiser University Graduate School cannot assure transfer of credit.

Course Waiver/Substitution

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

Procedure(s)

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

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

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

National Association of Credential Evaluation Services (http://www.naces.org) attesting that the courses are equivalent to courses earned at an institution of higher education in the United States recognized by the USDE.

Transfer from International Institutions

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

Transfer of Credits from Keiser University

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

Veteran Transfer of Credits

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

Policy on Transfer Credit for Military Training and Education

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

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

Procedures:

The transferring student must accomplish the following:

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

FINANCIAL SERVICES

Consumer Information

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

General Information

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

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

Keiser University uses the Free Application for Federal Student Aid (FAFSA) to document and collect information used in determining a student's eligibility for financial aid. The information a student supplies on the FAFSA is confidential. FAFSA instructions to complete on the web may be obtained in the Financial Services Department or going to FAFSA® Application | Federal Student Aid Keiser University code 015159.

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

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

Loans

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

The William D. Ford Federal Direct Loan Program

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

Unsubsidized Direct Loan

Unsubsidized Direct Loans – are loans for both undergraduate and graduate students that are not based on financial need. Interest is charged during in-school, deferment, and grace periods. The interest rate on Federal Direct Unsubsidized loans borrowed by graduate/professional students between July 1, 2025, and June 30, 2026, is 6.390%. You are charged interest on this loan from the time the loan is disbursed until it is paid in full. If the interest is allowed to accumulate, the interest will be added to the principal amount of the loan and increase the amount to be repaid. If a student qualifies, the maximum amount of an Unsubsidized Direct Loan is $6,000 for first- and second-year students, $7,500 for third- and fourth-year students, $20,500 for graduate students. Award amounts are dependent upon a student's dependency status on the Free Application for Federal Student Aid.

Federal Graduate/Professional PLUS Loan

Graduate and professional degree students are eligible to apply for the Graduate/PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The Direct Plus Loan is an unsubsidized loan, meaning that interest accrues while the student is enrolled and during deferment periods. A mandatory credit check is completed as eligibility for this loan depends upon the borrower's credit worthiness. The interest rate on Federal Direct PLUS and Grad Plus loans is determined by the date of the first disbursement of the loan.

Scholarships

Keiser University Scholarship Programs

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

Private Scholarships

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

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

Student Eligibility Requirements

Federal financial aid is not available to international students unless they are eligible non-citizens. Eligible non-citizens must provide current documentation of immigration status prior to applying for financial aid. An applicant for admission indicates on his/her application that

financial assistance is needed for education is to provide the website information to complete the Free Application for Federal Student Aid at the time of enrollment. To be eligible to receive most need- based aid, students must meet the following requirements:

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

Financial Aid Procedures

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

During a student's financial aid interview, An analysis will be completed which indicates the amount a family is expected to contribute to educational costs as well as the amount of financial aid a student can expect to receive. After the Free Application for Federal Student Aid is processed, the University receives an electronic Institutional Student Information Record (ISIR) and a student receives a FAFSA Submission Summary from the U.S. Department of Education in 30 days.

If verification is required, requested documentation must be provided by the student and/or spouse. The Financial Aid Department explains the verification procedure if the situation arises.

A Financial Aid Administrator submits relevant paperwork to appropriate lenders/agencies and follows up to ensure that financial aid files are complete and accurate. Financial Aid is the liaison between the lenders/servicing agencies and a student. The Director of Financial Aid ensures that students are aware of their responsibilities, that student tuition is paid, that lenders receive correct paperwork and that all documents are executed and tracked correctly.

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

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

Student Rights

All Keiser University students have the right to:

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

Student Responsibilities

- It is the responsibility of each Keiser University student to:
- Abide by the Keiser University student code of conduct.
- Read, understand, and keep copies of all forms they are given.
- Review and consider all information about University programs prior to enrollment.

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

Graduate Satisfactory Academic Progress

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

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

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

In order to ensure completion of a program within the maximum timeframe, Keiser University requires that a student successfully complete 66.7% of credit hours attempted after completing his/her first semester at Keiser University and each semester thereafter. If a student withdraws from a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of

66.7% of credit hours attempted in order to graduate within 150% of the normal timeframe.
When determining Satisfactory Academic Progress (SAP) the cumulative grade point average and the course completion rate are determined independently of each other and a student may be placed on Academic Financial Aid Warning (AFAW) or Academic Financial Aid Probation (AFAP) for either cumulative grade point average, course completion rate or both at the end of the semester.
In the event a student does not achieve a 3.0 or greater GPA in any semester, or earns 66.7% of the cumulative credits attempted, the student will be placed on AFAW. A student on AFAW who meets the SAP requirements at the end of the semester is removed from AFAW. While on AFAW, a student not earning a 3.0 CGPA or 66.7% of the attempted credits by the end of the semester is dismissed from Keiser University. To avoid dismissal the student may submit a written appeal requesting to be placed on AFAP and if approved continues to be eligible for Title IV funding.
While on Academic Financial Aid Probation, a student not earning a 3.0 CGPA or better by the end of the semester or the required 66.7% of credits attempted will be monitored to ensure they are meeting the requirements of the approved Academic Plan. If the student is making progress as required, the student will be allowed one additional semester of aid as long as the student is able to meet the required maximum time frame. If the student is not meeting the plan requirements, financial aid will be terminated and the student may be dismissed from Keiser University.
A student who is readmitted after dismissal for failure to meet the SAP standards is readmitted on Academic Financial Aid Suspension (AFAS) and is not eligible for Title IV funds until the student has achieved a 3.0 CGPA or the required 66.7% PACE at the end of the returning semester.
The CGPA continues throughout a student's tenure at Keiser University. When a student transfers from one program to another within a degree level, the student's current CGPA will transfer to the new program and the final calculation will include all courses taken at Keiser University.
A student who has been dismissed may reapply to Keiser University after remaining out of school for one full semester. At that time, a student's academic records are evaluated to determine if it is possible for a 3.0 CGPA to be achieved and if the program can be completed within the maximum 150% timeframe. If both these standards can be achieved, a student may be readmitted on Academic Financial Aid Suspension (AFAS) but is not eligible for Title IV funds until the student achieves satisfactory academic progress. Therefore, should funding be required, alternative financing must be established by re-enrolling students.

Graduate Satisfactory Academic Progress, Doctor of Chiropractic

Graduate students at Keiser University are expected to maintain Satisfactory Academic Progress (SAP) and to make ongoing progress toward graduation. There are two standards that must be met: a cumulative grade point average (CGPA) and course completion rate.
A student must achieve a minimum cumulative grade point average (GPA) of 3.0 after completing each semester at Keiser University. Students in the DCP may be considered (on an individual basis) to have met the requirements for SAP upon appeal to the Vice President of the College of Chiropractic Medicine if they have:

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

The graduation requirement of achieving a cumulative GPA of 3.0 or higher remains unchanged for DC program students. The course completion rate requires students to complete their program

of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours that meet degree requirements are considered in the determination of this 150% normal time frame, although not in computation of grade point average. The normal timeframe is measured in credit hours attempted (rather than semesters) to accommodate schedules of full-time and part-time students. In order to ensure completion of a program within the maximum timeframe, Keiser University requires that a student successfully complete 66.7% of credit hours attempted after completing his/her first semester at Keiser University and each semester thereafter. If a student withdraws from a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of 66.7% of credit hours attempted in order to graduate within 150% of the normal timeframe. When determining Satisfactory Academic Progress (SAP) the cumulative grade point average and the course completion rate are determined independently of each other and a student may be placed on Academic Financial Aid Warning (AFAW) or Academic Financial Aid Probation (AFAP) for either cumulative grade point average, course completion rate or both at the end of the semester.

In the event a student does not earn 66.7% of the cumulative credits attempted and/ or achieve a 3.0 or greater cumulative GPA in any semester without a successful appeal for a:

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

the student will be placed on AFAW. A student on AFAW who meets the SAP requirements at the end of the semester is removed from AFAW. While on AFAW, a student not earning the required CGPA or completion rate by the end of the semester is dismissed from Keiser University. To avoid dismissal the student may submit a written appeal requesting to be placed on AFAP and if approved continues to be eligible for Title IV funding. A student on Academic Financial Aid Probation will be monitored to ensure they are meeting the requirements of an approved Academic Plan. If the student is making progress as required, the student will be allowed one additional semester of Title IV eligibility as long as the student would be able to meet the required benchmarks. If the student is not meeting the plan requirements, financial aid will be terminated, and the student may be dismissed from Keiser University. A student who is readmitted after dismissal for failure to meet the SAP standards is readmitted on Academic Financial Aid Suspension (AFAS) and is not eligible for Title IV funds until the student has achieved a 3.0 CGPA or the required 66.7% PACE at the end of the returning semester. The CGPA continues throughout a student's tenure at Keiser University. When a student transfers from one program to another within a degree level, the student's current CGPA will transfer to the new program and the final calculation will include all courses taken at Keiser University. A student who has been dismissed may reapply to Keiser University after remaining out of school for one full semester. At that time, a student's academic records are evaluated to determine if it is possible to meet both the qualitative and quantitative benchmarks and complete the DC program. If it is possible, a student may be readmitted on Academic Financial Aid Suspension (AFAS) but will not be eligible for Title IV funds until the student achieves satisfactory academic progress. Therefore, should funding be required, alternative financing must be established by re- enrolling students.

Academic/Financial Aid Probation Appeal

When a student fails to make Satisfactory Academic Progress after one semester on Academic Financial Aid Warning, the student may appeal to be placed on Academic Financial Aid Probation. The appeal must be written and based on an injury, sudden illness, death of a relative, or other special circumstances. The appeal must explain why the student failed to make satisfactory

progress and what has changed in the student's situation that will allow him/her to make satisfactory progress in the next semester.
If the appeal is approved based on the fact that the student should be able to make satisfactory progress in the next semester, the student will be placed on Academic Financial Aid Probation and receive a written response with the required actions needed to be completed by the student during that semester. The student will continue eligibility for Title IV funding for that semester.
Keiser University may use its discretion in waiving its Satisfactory Academic Progress standards in cases where students have mitigating circumstances. These include serious illness or injury of a student or serious illness, injury or death of a student's immediate family member. Students requesting an appeal of Keiser University's Satisfactory Academic Progress standards must submit a written request, with appropriate documentation, to the Associate Vice Chancellor of Academic Affairs for Graduate Education. If an appeal is approved, the student is allowed one additional semester to meet required standards and to regain eligibility for Title IV funds.

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

1. To initiate action by VA to determine whether further payments of VA educational assistance allowance should be authorized, the student must submit a specific request for resumption of VA benefits following an interruption due to unsatisfactory progress or conduct. Requests may be submitted on VA Form 22-1995 or VA Form 22- 5495.
2. Student must submit an Action Plan to achieve academic success to the institution to be filed in their VA file.
3. Student must be mathematically able to meet both the qualitative and quantitative requirements of SAP.

TUITION, FEES, AND OTHER COSTS

TUITION AND FEE DISCLOSURE – KEISER UNIVERSITY GRADUATE SCHOOL

Effective Fall Semester 2025

Keiser University charges tuition and education fees per semester, based on scheduled credit hours. Each semester is 16 weeks. Tuition and fees are subject annual review and modification. Please refer to the university catalog for policies on proration and refund of charges.

Initial Fees

(one-time charge upon enrollment)

Application Fee	$55.00
Registration Fee	$145.00
Residency Fee (one-time charge) for MSN Family Nurse Practitioner, MSN Women's Health Nurse Practitioner, MS Clinical Mental	$1,000.00

Health Counseling, and MS Nutrition with Distance Learning Internship only)	

Tuition Rates per Semester Credit Load
(charged and payable on the first day of the class in the semester)
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	12+ credits	9-11.99 credits	6-8.99 credits	3-5.99 credits
Master of Science in Nursing, Women's Health Nurse Practitioner Program	$20,144.00	$15,108.00	$10,072.00	$5,036.00
Master of Science: Allied Health Programs: Clinical Nutrition Coordinated,Nursing,Exercise&Sport Science,Occupational Therapy,Bridge,Nutrition-Distance Learning Internship	$18,360.00	$13,770.00	$9,180.00	$4,590.00
Master's Degree: Non-Allied Health or Graduate -Level Certificate Programs	$16,732.00	$12,549.00	$8,366.00	$4,183.00
Education Degree Specialist	$17,916.00	$13,437.00	$8,958.00	$4,479.00
Doctoral Degree Programs	$17,152.00	$12,864.00	$8,576.00	$4,288.00

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

All Graduate Level Programs	$750.00

Other Common Fees (per occurrence)

Doctoral Dissertation (4 credits)	$8,296.00	Withdrawal Fee	$100.00
Doctoral Residency 1 On-campus training*	$1,000.00	Re-Entry Fee	$150.00
Doctoral Residency 2 On-campus training*	$1,000.00	Late Payment Fee	$10.00
Program Fees – Required for Clinical/Licensure	Variable	Return Check Fee	$35.00
MSN	$980.00	Student ID replacement	$15.00
Business CAPSIM	$10.00	Library Late Fee	$10.00
Transcript	Variable	Technical Fees	Variable

*Students are responsible for the cost of their travel, accommodations, food,

and other expenses associated with their residencies.

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

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

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

Active-Duty Military Rate/Fees

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

Initial Fees	
Application Fee (one-time charge)	$ 55.00
Registration Fee (one-time charge)	$145.00 (Waived for non-degree seeking students/working on CCAF or taking classes to transfer to another higher education institution. Keiser University is an Air Force GEM program participant.)
Graduate Tuition (Per credit hour)	$325.00
Other Fees	
Withdrawal Fee	$100.00 (waived for military duty)
Re-entry Fee	$150.00 (waived for military duty)
Official Transcript Fee	$ 5.00

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

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

TUITION AND FEE DISCLOSURE – NURSE ANESTHESIA PROGRAM

Effective Fall Semester 2025

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

Initial Fees

(one time charge upon enrollment)

Application Fee	$55.00
Registration Fee	$145.00
Deposit (non-refundable, applied towards tuition)	$1,500.00

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

Doctor of Nurse Anesthesia Practice (Entry into Practice)	$13,060.00
Doctor of Nurse Anesthesia Practice (Completion)	$6,536.00

Education Fees per Semester

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

DNAP (EIP or Completion)	$575.00

Other Common Fees (per occurrence)

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

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

This is not an all-inclusive listing of the different fees that may be charged and/or the cost estimated

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

Additional fees can be assessed as necessary.

Textbooks and Equipment prices are available on the student portal by course.
Students taking online courses who have the textbook or other items shipped will have shipping charges assessed.
Keiser University reserves the right to make any changes to tuition, fees, curriculum or any phase of its program where it is the opinion of the administration that the students or the university will benefit. Such changes may be made without further notice. Tuition is charged by the semester as stated above. Prorations of tuition upon withdrawal is explained in the catalog. An academic transcript or diploma will not be released if the student has a balance with the institution for any reason.

TUITION AND FEE DISCLOSURE – CHIROPRACTIC MEDICINE

Effective Fall Semester 2025

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

Initial Fees

(one-time charge upon enrollment)

Application Fee	$55.00
Registration Fee	$145.00

Tuition Rates per Semester Credit Load

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

	12+ credits	9-11.99 credits	6-8.99 credits	3-5.99 credits
Doctor of Chiropractic Degree	$16,036.00	$12,027.00	$8,018.00	$4,009.00

Education Fees per Semester

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

Doctor of Chiropractic Degree	$750.00

Other Common Fees (per occurrence)

Textbooks (see student portal by course)	Variable	Textbook Shipping (if needed)	Variable
NBCE Board – Part I	$710.00	Withdrawal Fee	$100.00
NBCE Board – Part II	$710.00	Re-Entry Fee	$150.00
NBCE Board – Part III	$710.00	Late Payment Fee	$10.00
NBCE Board - Physiotherapy	$450.00	Return Check Fee	$35.00
NBCE Board - Part IV	$1,585.00	Student ID replacement	$15.00
NBCE Board Review	$500.00	Library Late Fee	$10.00
OSHA 1 & OSHA 2*	$15.95-20.95 ea.	Transcript	Variable

HIPAA 1 – 4*	$15.95-20.95 ea.	Technical Fees	Variable
Program Fees required for clinical licensure	Variable	Drug Test	$38.00
BLS (CPR) I & BLS (CPR) 2*	$15.95-20.95 ea.	Student American Chiropractic Association	$60.00
Diagnostic Kit	1,200.00		

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

GRADUATE TUITION AND FEE DISCLOSURE – FLAGSHIP CAMPUS

Effective Fall Semester 2025

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

Initial Fees

(one-time charge upon semester registration)

Tuition Deposit – (refundable before May 1 for fall, November 1 for spring)	$150.00
Housing Deposit – (refundable before July 1 for fall, December 1 for spring)	$250.00
MSN FNP, MSN WHNP, MS CMHC, MS DI Residency Fee	$1,103.00

Tuition Rates per Semester by Credit Load

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

	Master	Doctoral
12 to 17.99 credits per semester	$20,172.00	$21,056.00
9 to 11.99 credits per semester	$15,129.00	$15,792.00
6 to 8.99 credits per semester	$10,086.00	$10,528.00
0 to 5.99 credits per semester	$5,043.00	$5,264.00

Education Fees per Semester

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

All Graduate Degrees	$936.00

Other Required Fees per Semester

Technology Fee	$297.00
Health Insurance Fee (academic year)*	$1,995.00
Health Insurance Fee (spring and summer only)*	$1,259.00
Meal Plan Options (required with on-campus housing)	
Residential 19 meals per week, $150 flex per semester	$3,859.00
Residential 225 block plan, $125 flex per semester	$3,859.00

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

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

	Stauffer	Lakeside
Double Occupancy	$3,906.00	$4,609.00
Triple Occupancy	$3,073.00	$3,776.00
Quad Occupancy	$2,272.00	$2,511.00
Single Occupancy (if available)	$5,949.00	$5,949.00

Room Damage Fee is assessed in accordance with housing contract.

Other Common Fees (per occurrence)

Text books (see student portal by course)	Estimated up to $2,000 per semester	Doctoral Dissertation	$7,841.00
Textbook Shipping (if needed)	Variable	Doctoral Residency 1 on campus	$1,664.00
Program Supplies/kits	Variable based on program	Doctoral Residency 2 on campus	$826.00
Orientation Fee	$105.00	Withdrawal Fee	$100.00
Car Permit	$50.00	Re-Entry Fee	$150.00
Library Late Fee	$10.00	Return Check Fee	$40.00
Late Payment Fee	$25.00	Replacement Dorm Key	$30.00
Transcript Fee	$10.00	Student ID replacement	$30.00
Commuter 20 block meal plan, $15 flex/semester	$330.00	Commuter 50 block meal plan, $25 flex/semester	$720.00

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

Textbook prices are posted on the student portal by course.

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

Keiser University reserves the right to make any change in tuition, fees, curriculum, or any phase of its programs in which it is the opinion of the administration that students or the University will benefit. Such changes may be made without further notice. Tuition is charged by

the semester as stated above. This information is being provided to assist students in the budgeting of finances. The annual costs indicated are estimates and are not costs owed to the University. These costs are averages and do not reflect actual expenses that may incur.
An academic transcript will not be released if the student has a balance with the institution for any reason.

REQUIRED FEES FOR PROGRAMS

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

*Drug screen fees can vary based on local provider.

PROGRAM	REQUIRED
Clinical Mental Health Counseling	*Drug Screening $45 Background check $60 or as required by the applicable agency
Master of Science in Occupational Therapy	NBCOT Exam $515 Licensure Fee $80 TherapyEd Course $300 LiveScan Fingerprinting $95 *10- panel Drug Screening $45 Employment Screening/Background Check $56 AOTA study pack $127.00 Simucase (one-time fee) $200.00 NBCOT study pack $85.00 NBCOT Practice Exam OTKE 1.0 $25.00 NBCOT Practice Exam OTKE 2.0 $25.00 (Repeat Administrations may be required) Background Check $60.00-$88.00 or as required by the applicable agency Finger Printing $85.00-$110.00 Drug Screen $30.00-$110.00 OTKE Practice Exam $15.00 AOTA Study Pack $149.00 Simucase $200.00-$220.00 TherapyEd Course $300.00 NBCOT Study Pack $85.00 NBCOT Exam $540.00 OTKE Practice Exam Pre-Level II $15.00 OTKE OTR Post FW Exam $25.00 OTKE OTR End of Program Exam $25.00 *Fees may vary by campus and, in some cases, the requirements of affiliated clinical sites.*

Doctor of Chiropractic	NBCE Parts I-IV and Physiotherapy $4,165 • Part I $710 • Part II $710 • Part III $710 • Physiotherapy $450 • Part IV $1585 Live NBCE Review $500 OSHA $15.95-$20.95 HIPAA 1-4 $15.95-$20.95 each BLS (CPR) $15.95-$20.95 OSHA2 $15.95-$20.95 BLS (CPR)2 $15.95-$20.95 Student American Chiropractic Association $60 Diagnostic Kit $1,200.00
Nursing	$60 or as required by the applicable agency *Drug screen/Vaccines (varies by required services and service provider) $50-$150
MSN-Family Nurse Practitioner	FL State License$110 BLS $55 $60 or as required by the applicable agency *Drug Screen $25-45 Shadow Health $180 Barkley Pharmacology Package $70 National Certification Review Course $350
Master of Science in Clinical Nutrition – Coordinated Program	Academy of Nutrition and Dietetics Membership $50 annually throughout the program Undergraduate scrubs/lab coats $32 per set of scrubs (top and pants) $26 for hip length lab jacket Level II Background Checks $60 (one on admission and one in month 15 of the program) ACHA Live scan Fingerprinting $88 (required in month 15 of the program) Drug Screening – 10 Panel $80 (required in month 15 of the program) Medical Exam with titers, flu shot, and vaccinations $300-$500 (required in month 15 of the program)

	App for document tracking $60.00 annually EHR GO software - $120 for one-year subscription (required in month 9 of the program) RDN credentialing exam fee $200.00 Florida Licensure by Endorsement (Graduate has passed the RD/RDN Exam) Exam Application Fee (non-refundable) $80.00 Endorsement Application Fee (non-refundable) $85.00 Licensure Fee (refundable) $80.00 Unlicensed Activity Fee (refundable) $5.00 Note: Some supervised practice sites may require additional drug testing, vaccinations, titers, and background checks.

Uniforms, Tests, Supplies, and Special Fees

Students in allied health programs are required to wear medical scrubs to class each day. These medical uniforms are available through the Campus Bookstore.
Students in graduate nursing programs are required to wear lab coats with program identification while in clinical practice sites. These lab coats are available through the Campus Bookstore.
Special courses, workshops and seminars may be held throughout the year for various interest groups, including business and industry. The fee for this type of course is published as far in advance as practical and is non-refundable.

University Interruption

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

Student Withdrawals

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

Cancellation and Refund Policy

Tuition and Fee Disclosure

Tuition is computed on the assumption that a student remains throughout the academic year. Since a place in class has been reserved for each student, tuition is refunded in accordance with the University refund policy. A student withdrawing from the University must comply with

proper clearance procedures as outlined in the catalog. Reductions in indebtedness are made solely at the discretion of the University for Withdrawals necessitated by conditions beyond a student's control such as an emergency acceptable to the University. Refunds or reductions in indebtedness are processed after all required approvals are documented on a withdrawal form. Students are obligated for all charges (tuition/fees/books/supplies/etc.) for the semester they are currently attending plus any prior account balance. A semester of sixteen (16) weeks may consist of four (4) consecutive four (4) week terms or two (2) consecutive eight (8) week terms or one (1) consecutive sixteen (16) week semester of instruction. A $100 administrative fee is charged when a student withdraws prior to the end of a semester. A student who has withdrawn and wishes to re-enter is charged a $150 reentry fee.

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

Return of Title IV Funds (R2T4)

The requirements for Federal Student Aid (FSA) when a student withdraws is separate from the Institutional Refund Policy. As such, a student may still owe a balance to the University for unpaid institutional charges. Federal regulations specify the amount of FSA funds the student is eligible to retain for the semester/payment period when a student withdraws from the University.

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

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

Anytime a student begins attendance in at least one course but does not begin attendance in all courses he or she was scheduled to attend in the semester/payment period, regardless of whether the student is a withdrawal or graduate, the institution must review to see if it is necessary to recalculate the student's eligibility for FSA funds received based on a revised enrollment status and cost of attendance.

New regulations effective 7/1/2021

A student is considered a withdrawal if:

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

A student is not considered a withdrawal if:

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

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

Order of Return of Title IV Funds

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

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS loan
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. TEACH Grants

Cancellation/Withdrawal Calculation

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

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

Any funds paid for supplies, books or equipment which can be and are returned to the University, are refunded to a student who withdraws prior to the start of a semester, providing the student returns said items that can be resold. The University reserves the right to determine if above-mentioned items are returnable. All registration fees are refunded if a student is not accepted into his/her particular program. Students must notify the University in writing of cancellation. All monies paid by an applicant are refunded if cancellation occurs within three business days after signing the University's Application for Admission and making an initial payment. If cancellation occurs after three business days from the signing of the University's Application for Admissions, all application and registration fees in excess of $100 are refunded to the student. Refunds are made within thirty days from the date of determination of a student's withdrawal. All balances owed

the University due to the return of Title IV funds or withdrawal calculation or a balance due at time of graduation, are billed to the student.

STUDENT SERVICES

Orientation

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

Career Services

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

It is the policy of Keiser University's Student Services Department to assist students in finding employment upon graduation. Prior to and after graduation, the Student Services Department advises students on career development skills and assists them in finding employment in their

chosen career field. Students and graduates are encouraged to participate in their career advancement via Keiser University's Web-based career center at www.collegecentral.com/keiser and successful completion of the University's Leadership Distinction Program. In order to preserve placement privileges, students are required to provide the Department with a current resumé and to maintain satisfactory attendance. Additionally, all students must complete an exit interview before their graduation date. Although career services assistance is provided, Keiser University cannot promise or guarantee employment

Keiser University fully complies with the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student educational records. The law applies to all

schools that receive Title IV funding. Therefore, graduates requesting career services assistance must provide signed authorization allowing the Department of Student Services to send resumes to potential employers as part of a graduate's job search program.

Part-Time Employment

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

Full-Time Employment

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

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

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

Student Organizations

Alpha Phi Sigma Criminal Justice Honor Society (APS)

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

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

Sigma Beta Delta International Honor Society (SBD)

Sigma Beta Delta (SBD) recognizes scholarship achievements of students working toward a graduate degree. The purpose of this society is to encourage and recognize scholastic accomplishment for students of business management and administration, and to promote personal and professional improvement toward a life notable for honorable service to humankind.

It is organized exclusively for charitable and educational purposes. The membership of the society is composed of persons of high scholarship and good moral character. A student interested in becoming a member of the Sigma Beta Delta International Honor Society, should contact the Faculty Advisor of Sigma Beta Delta at their local campus or see their Department of Student Services.

Student Veterans of America (SVA)

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

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

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

Alumni Association

The Keiser University Alumni Association exists to keep graduates connected to each other and to the Keiser University Seahawk community. After all, graduates are not just Seahawks during their college years. They are Seahawks for life! Graduates of Keiser University are automatically members of the Keiser University Alumni Association, along with more than 66,000 fellow alums. Membership gives the ability to make new career connections, reconnect with former classmates, and receive member discounts on items ranging from travel to books! Through the alumni website, graduates are able to check out alumni benefits and stay connected to Keiser University. You can visit the alumni website at: https://alumni.keiseruniversity.edu

Counseling

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

Housing

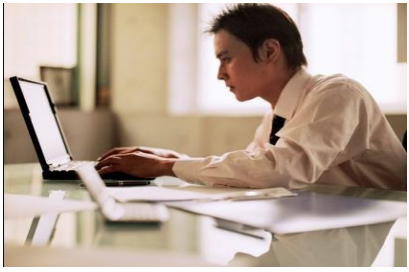
The University provides information about local apartments and rental opportunities for students interested in living near campus. Students should first contact their campus Admissions Department. All University campuses are located along major traffic arteries to allow easy commuting for students.

Health Insurance

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

Graduation

Keiser University commencement ceremonies are held annually. Students are eligible to participate if they satisfactorily complete academic requirements for the program in which they are enrolled at least one term prior to the commencement ceremony. To graduate from Keiser University and participate in commencement exercises, students are required to meet with the Department of Student Services to complete a graduation exit application, request participation in the ceremony, and complete all required institutional and departmental exit interviews. The Student Services Department will order your degree after your school status changes from active to graduate. Your degree will arrive between six to eight weeks after ordering. All financial obligations to the University must be paid before a degree is released. For all questions regarding your degree, please contact your campus Department of Student Services.



DISTANCE LEARNING

Objectives

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

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

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

Admissions Requirements for Enrollment in Online Learning

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

Faculty/Student Interaction

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

Facilities and Equipment

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

Student Services

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

Academic Advising

Students are assigned a faculty member to provide academic advising. To encourage successful completion of a program, staff members' e-mail addresses are available to assist with academic concerns. Keiser University's distance learning activities are a one-on-one activity. Faculty members provide appropriate tutoring based on individual needs. Each faculty member can be contacted 24 hours per day, 7 days per week via his or her e-mail account. Response time per student request is within twenty-four (24) hours. If a student needs help in understanding electronic platforms or utilization of the University's website, 24 hours per day, 7 days per week service is provided by the Help Desk, which is available by telephone (toll free or via e-mail).

Testing

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

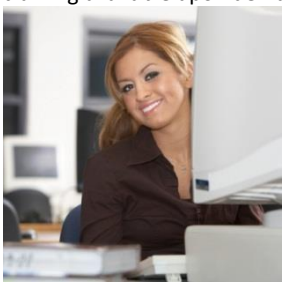
Delivery of Books

The University's Bookstore is online for professional use. Books can be ordered via bookstore website or in person at the online bookstore in Ft. Lauderdale. If a student plans to visit a campus

to obtain his/her textbooks, he/she should call prior to a visit to confirm that online classroom books are available. Once ordered, books are delivered via UPS in five to seven business days. Online orders should be placed no more than three weeks prior to class start to ensure proper materials for online classroom activities and correct book editions are purchased.

Learning Resources

Learning Resources Keiser University's Library is a university wide "system library" with a branch located at each brick and mortar campus as well as an electronic collection of resources; all of which serve both online and on campus students and faculty. The library holds membership in a plethora of specialized state and private library consortia, and is a participant in the online Ask-ALibrarian program. The library's collections are curated and managed by a team of more than 40 professional librarians each of whom holds a master of science degree from an American Library Association Accredited institution. The library's combined collections currently total well over 70,000 titles. In addition the library provides access to more than 250 electronic database resources, e-books and dozens of specialized subject related links. The main library is open 67 hours per week. Training in the utilization of the library's general and specialized resources is provided during the graduate residency program, through online videos, and presentations that are located on the library's website as well as by telephone, e-mail, and in person. The library publishes tip sheets and subject pathfinders and makes them freely available for each of the various programs of study offered at the university. Training sessions and opportunities are provided to students early in their programs of study and the library prides itself on making such training available upon demand in a variety of different formats.



ADMINISTRATIVE POLICIES AND PROCEDURES

General Information

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

Changes in University policy are rarely made during a school year since plans for each session are made well in advance. However, Keiser University reserves the right to change provisions or requirements, including fees, contained in its catalog at any time and without notice. The University further reserves the right to require a student to withdraw at any time under appropriate procedures. Keiser University reserves the right to impose probation on any student whose conduct, attendance or academic standing is unsatisfactory. Any admission based upon false statements or documents is void, and a student may be dismissed on such grounds. In such

cases, a student may not be entitled to credit for work which he/she may have completed at the University.

Admission of a student to Keiser University for an academic term does not imply or otherwise guarantee that the student will be re-enrolled for any succeeding academic period. The University also reserves the right to cancel any classes which do not have a minimum number of students enrolled.

Keiser University's primary objective is to help its students meet their career goals. Occasionally, students have concerns or problems that need to be addressed. Students can confidentially discuss their problems at any time with their instructors, the Student Services Department or any staff member. Additionally, the Campus President and the Vice Chancellor of the Graduate School maintain an open-door policy regarding any student concern or problem.

Effective Catalog Date

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

Official Communication with Students

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

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

Bursar's Office

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

University Bookstore

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

Fire Precautions

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

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

Campus Safety

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

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

Annual Security Report

In compliance with the 34 CFR 668.41 and 34 CFR 668.46 2008 federal regulation amendments, the following is the electronic address at which Keiser University's Annual Security Report is posted:

http://www.keiseruniversity.edu/safety-and-security/

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

The following section applies only to students at the San Marcos, Nicaragua Latin American Campus:

In Nicaragua in cases of emergency, dial 911 for the Red Cross and 118 for the National Police. The Keiser University Latin American Campus is a closed campus. Only staff, students, and visitors that have permission to enter the campus are allowed on the premises. Campus security staff is responsible for maintaining a safe environment, and enforcing proper procedures in the event of an incident. Campus security can also contact local authorities when necessary.

Parking

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

Student Code of Conduct

ACADEMIC HONESTY AND PROFESSIONAL BEHAVIOR

Academic Honesty Policy

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

Acquiring or Providing Information Dishonestly

Using unauthorized notes or other study aids during an examination or an assignment, including the use of Artificial Intelligence (AI), unless sanctioned by the professor; using unauthorized technology during an examination or an assignment, including the use of AI,

unless sanctioned by the professor; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; using AI tools to assist in the development of writing or problem solutions during an examination or an assignment; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own, including the use of AI; or undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism

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

Specific Uses of Artificial Intelligence (AI)

There are numerous types of Artificial Intelligence in use today, and it is expected that more will be forthcoming with regularity. For purposes of the University's position, AI is defined as the advancement in technologies that involves many sub-categories of learning or machine-based intelligence, and those that may yet emerge. The position of the university on AI is therefore evolving and subject to change.

The university recognizes the range of possibilities for AI to be used positively to enhance learning, as well as opportunities for students to use AI negatively to produce actual work, assignments, projects, and examination responses, in ways not intended by the course instructions or by the professor. The university also recognizes that there are instances in which AI can be used as a teaching tool by professors, for pre-writing, editing, for knowledge, comprehension, and application-based learning, as well as for brainstorming, developing ideas, and many other possibilities. It is critical for the university to educate and train students in the ability to think critically to perform in their fields of study, requiring originality, competence, creativity, and independence of thought. It is the university's position that all student work should be original, be developed by the student through his or her own critical thought, and that the integrity of academic work in the advancement of knowledge be maintained through such originality in all student work, including online work, in class work, laboratory work, assignments, discussions, projects, and exams. As such, submissions of any work written by, or developed using AI, and/or outside the boundaries of the assignment as described in the syllabus or other formal course instructions, without the professor's explicit knowledge and approval, will be considered a violation of the academic honesty policy. The student must disclose any and all uses of AI in their work, and it is the student's responsibility to provide proof of originality and clear use of appropriate sources, including when requested by the professor for further clarification after submission of work

Conspiracy

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

Fraudulent Behavior

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

Fabrication of Information

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

Multiple Submissions

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

Facilitating Academic Dishonesty

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

Abuse or Denying Others Access to Information or Resource Materials

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

Falsifying Records and Official Documents

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

Clinical Misconduct (if applicable to major)

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

Disclosure of Confidential Information (if applicable to major)

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

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

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

Sanctions for Violating the Academic Honesty Policy

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

The penalties are as follows:

Academic Integrity Violation:

- The student must revise and resubmit the assignment for a lower grade.
- The first occurrence results in an automatic "F" for that assignment.
- The second occurrence results in an automatic "F" for the course.
- The third occurrence may result in an automatic dismissal from the University.

Plagiarized assignments

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

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

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

Professional Behavior Policy

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

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

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

Behavior Probation Statement

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

Anti-Hazing Policy

1. **Hazing Prohibition Policy Statement**: Hazing in any form is strictly prohibited. Hazing is defined as any act or situation that recklessly, deliberately, or intentionally jeopardizes the mental, physical well-being or safety of a student. This prohibition applies regardless of intent and includes, but is not limited to, activities conducted as part of initiation, admission, or affiliation with any group or organization.
2. **Definition of Hazing**: The Act H.R.5646 — 118th Congress (2023-2024), defines Hazing, as used for reporting statistics in an Annual Security Report (ASR), as any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons, regardless of their willingness to participate. This act must occur in the context of an initiation into, an affiliation with, or the maintenance of membership in a student organization and causes or creates a risk above the reasonable risks encountered during normal participation in higher education or organization activities (such as necessary physical preparation for athletic teams), leading to physical or psychological injury.

   Examples of Hazing as defined in the Act include:

   - Whipping, beating, striking, tattooing, branding, electronic shocking, or placing harmful substances on someone's body.
   - Causing or coercing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or similar activities.
   - Forcing or coercing the unreasonable consumption of food, liquid, alcohol, drugs, or other substances.
   - Nudity or forcing or coercing another person to engage in sexual acts or simulated sexual acts.
   - Any activity causing reasonable fear of bodily harm through threats or conduct.
   - Engaging in activities that involve criminal violations of local, state, tribal, or federal laws.
   - Requiring another person to perform duties involving criminal violations of laws.

For reporting purposes, the Act defines a "student organization" as any group at an institution of higher education where at least two members are enrolled students, irrespective of whether the organization is recognized by the institution. This definition includes clubs, societies, athletic teams (varsity or junior varsity), club sports teams, fraternities, sororities, bands, or student governments.

3. Hazing is a violation of the Student Conduct policy and a violation of Florida state law (s 775.082 or s. 775.083). In the State of Florida, hazing is a criminal offense. Students who violate the Hazing policy will face disciplinary sanctions and can be held criminally liable. Conduct that constitutes hazing may also be found to violate other University policies, such as Title IX, the alcohol and drugs policy, and more.
   All recognized student organization constitutions are required to incorporate and abide by the Hazing Prohibition policy.
4. Procedures for Implementation: Any individual who becomes aware of any activity or statement that may constitute hazing, is required to promptly inform the Campus President. The Campus President will in turn notify the Office of the Chancellor (OOC) \ Office of the President (OOP). Both the Campus President and the OOC/OOP will take appropriate action to enforce the hazing prohibition policy. Any penalties for violations of this policy will be administered by the relevant University office.
5. Students are encouraged to report any occurrence of hazing to the local Police Department.
6. Penalties:
   The University may impose penalties, and take the following actions described below:
   Hazing may result in severe individual and/or group consequences including, but not limited to, disciplinary action up to, and including expulsion or termination, for individuals and permanent loss of recognition for groups. This includes any student, volunteer or employee who plans or intentionally assists in hazing activity or has engaged in hazing, regardless of whether that individual is present when the hazing activity occurs.
   I. Hazing may be reported to local Law Enforcement by University officials.
   II. Any organization affiliated with the University that authorizes or encourages Hazing in disregard to University rules, may be penalized by revocation of affiliation, removal from University grounds and denial of future use of University facilities.
   III. Nothing in this hazing policy prevents the University from taking institutional action against hazing activity that falls outside the narrower definition of above listed penalties.
7. The Hazing Prohibition Policy for Keiser University and Everglades University, Florida campuses will be provided to all students and employees and shall be published in the respective University catalogs and on the respective University website.
8. The Hazing Prohibition Policy will be incorporated into any bylaws of any organization operating under the sanction of the University.
9. Questions regarding hazing policies should be directed to the Campus President or to the OOC Keiser University Department of Academic Affairs, Tel # (954) 776-4476 or to the OOP Everglades University Department of Academic Affairs, Tel # (561) 912-1211.

Conflict Resolution

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

Advisor Notification

Advisors may also be copied on all correspondence.

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

Student Disciplinary Procedures

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

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

Academic and Administrative Dismissal

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

- Failure to meet minimum educational standards established by the program in which the student is enrolled.
- Failure to meet student responsibilities including, but not limited to:
  - meeting of deadlines for academic work and tuition payments;
  - provision of documentation, corrections and/or new information as requested;
  - notification of any information that has changed since the student's initial application;
  - purchase or otherwise furnish required supplies;
  - maintenance of University property in a manner that does not destroy or harm it;
  - return of library books in a timely manner and payment of any fines that may be imposed;
  - obtaining required education and financial clearance prior to graduation and to comply with all parking regulations;
  - continued inappropriate personal appearance;
  - continued unsatisfactory attendance;
  - non-payment for services provided by the University;
  - failure to comply with policies and procedures listed in the current University catalog; or
  - conduct prejudicial to the class, program or University.
- Specific behaviors that may be cause for dismissal include, but are not limited to:
  - willful destruction or defacement of university or student property;
  - theft of student or University property;
  - improper or illegal conduct, including hazing, sexual harassment, etc.;
  - use, possession, and/or distribution of alcoholic beverages, illegal drugs, and/or paraphernalia on campus;

- being under the influence of alcoholic beverages or illegal drugs while on campus;
- cheating, plagiarism, and/or infractions of the University's Student Conduct Policies;
- any behavior which distracts other students and disrupts routine classroom activities;
- use of abusive language, including verbalization or gestures of an obscene nature; or
- threatening or causing physical harm to students, faculty, staff or others on campus or while students are engaged in off-site learning experiences.
- Violating state or federal law, including but not limited to Florida Statute Section 553.865.

Standards of Appearance

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

Grievance Procedures

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

Students are encouraged to resolve problems through normal administrative channels. A petition for a grievance hearing must be made in writing and submitted to the Campus Director of Student Services. The grievance is then scheduled to be heard before the Committee. The Grievance Committee meets at 1:30 p.m. on a Tuesday when a grievance is to be heard.

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

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

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

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

Out-of-state distance education students participating under SARA (State Authorization Reciprocity Agreement), who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARA

PRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page at http://www.fldoe.org/sara/complaint-process.stml
Keiser University students residing in California that wish to file a complaint may do so through the grievance procedures above, or by contacting the California Department of Consumer Affairs at 833-942-1120 or https://www.fldoe.org/sara/student-concerns.stml

Drug Policy

Keiser University is in compliance with Federal government regulations for a Drug Free Workplace for both students and employees. Any student or employee caught in possession, use, or distribution of any illegal substances or paraphernalia may be dismissed and/or referred to an appropriate agency for arrest.
Section 5301 of the Anti-Drug Abuse Act of 1988 states that if a person is convicted of drug distribution or possession, a court may suspend his/her eligibility for Title IV financial aid. If he/she is convicted three or more times for drug distribution, he/she may become permanently ineligible to receive Title IV financial assistance.
The institution discloses under CFR 86.100 information related to Keiser University's drug prevention program. The Consumer Information located on Keiser University's website provides a description of this program and a security report.

Medical Marijuana Policy

Keiser University prohibits the possession and use of marijuana on all of its campuses, including university housing. Marijuana is not permitted on campus because it remains a drug prohibited by Federal law. Federal legislation also prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana on campus.
The university continues to enforce its current policies regarding illegal substances or paraphernalia. Students who violate the university's drug policy prohibiting the use or possession of illegal substances or paraphernalia, including medical marijuana on campus, can be subjected to disciplinary action as expressed in the institutional catalog.

Firearms Policy

Certified Florida law enforcement officers and assigned licensed and uniformed security officers are the only people permitted to possess a gun or weapon of any kind on any Keiser University campus. Any other possession of a weapon of any kind for any reason by anyone on a Keiser University campus is strictly prohibited. The above stated policy provides an exception only in the case of Keiser University students who are certified Florida law enforcement officers currently employed by a recognized Florida law enforcement agency. There are no other exceptions to this policy.
The following section applies only to students at the San Marcos, Nicaragua Latin American Campus:
Security guards and certified Nicaraguan law enforcement officers are the only people permitted to possess a gun or weapon of any kind at the Keiser University Latin American Campus. Any other 97 possession of a weapon of any kind for any reason by anyone on a Keiser University campus is strictly prohibited.

Arbitration Clause for Keiser University

As stated on the Keiser University Graduate School Application, it is agreed that, in the event the parties to the enrollment agreement are unable to amicably resolve any dispute, claim or controversy arising out of or relating to the agreement, or if a claim is made by either against

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

Intellectual Property Policy

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

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

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

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

Student Records

Student Records Policy

Policies and procedures concerning the security, integrity, confidentiality/privacy and data protection of student records maintained by Keiser University and its faculty and staff are governed by the university’s internal policy below and the Family Educational Rights and Privacy Act of 1974, Public Law 93-380 (FERPA) concerning student records.

Disciplinary records are maintained by the Office of the Academic Dean at each location. At Keiser University Latin American Campus (KULAC), these records are maintained by the Office of the Dean of Student Life.

Security of Student Files

Student files are maintained in both physical and electronic formats. For physical documents, student files are kept with the appropriate department in charge of those files. Student records are maintained by the campus Registrar’s Office (academic records), Financial Services Department (financial aid records), and Bursar’s Office (accounts receivable records). Each department keeps the physical student files in a locked cabinet in the department’s office. Electronic files are maintained in a password protected secure student information system (SIS).

Integrity of Student Files

In order to ensure the integrity of student files, only authorized University personnel have access to student records for official purposes. In addition, all full-time faculty and staff are required to complete training in confidentiality, appropriate oversight and security measures for the student files. Training is completed for both internal policies and FERPA requirements.

Confidentiality/Privacy

The Family Educational Rights and Privacy Act (FERPA), requires that the University, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information from a student's records. Directory information is considered public and may be released without written consent unless specifically prohibited by the student concerned. Data defined as directory information includes: student name, major field of study, student participation in officially recognized activities, dates of attendance, enrollment status (full-, half-, part-time; undergraduate or graduate), degrees and awards received, and the most recent educational agency or institution the student has attended. A student wishing to allow certain parties to receive their student information is required to sign an Information Release Form (FERPA Form) which lists the specific parties the student would like the university to share their information with. This FERPA Form is securely stored in the university's student information systems (SIS).

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

Data Protection, Back Up and Security Breaches

The University has an internal policy for data protection and back up. The Information Security Program Incident Response Policy includes procedures for responses to security breaches and security measures used by the institution that apply to the protection and backups of data.

An Incident Response Team (IRT) along with an Incident Response Plan (IRP) are required for any incidents that involve student records. The IRPs are reviewed annually. The University's IRT members establish processes and technical measures to triage incident events, distinguish an incident event from a declared incident, and ensure timely and thorough incident management, including data backup and recovery for cybersecurity breaches. Any security breach is to follow the university's Information Security Program Incident Response Policy procedures.

Storage of Student Files

Student records are typically maintained by the University for 5 years after a student graduates or withdraws, unless a programmatically accredited agency requires additional years. The criteria for the programmatic accreditor's storage requirements can be found on the university SharePoint drive. All programs, whether they hold a programmatic accreditation or not, are to permanently maintain enrollment agreements, financial aid records, transcripts, and grievances/conclusions.

Under Section 438 of the General Provision Act (Title IV of Public Law 90-247), students age 18 and over have access to their personal record files maintained by the University. Students have continuous access to their university files through the university student portal. Files include schedules, grades, financial aid records and enrollment documents. Transcripts are held with the Registrar's office and must be requested in accordance with the "Keiser University Transcripts" policy section in this manual.

If the content of any record is believed to be in error, inaccurate, discriminatory, misleading or in violation of student rights or otherwise inappropriate, it may be challenged by the student to the Dean's office. The request must be completed in writing through the student Keiser email

account. A student's right to due process allows for a hearing, which may be held at a reasonable time and place at which time evidence may be presented to support the challenge.

Keiser University Transcripts

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

Sexual Harassment

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

Title IX Compliance

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sexual orientation in education programs or activities which receive Federal financial assistance. Keiser University not only complies with the letter of Title IX's requirements but also endorses the law's intent and spirit. The University is committed to compliance in all areas addressed by Title IX, including access to higher education, career education, math and science, standardized testing, athletics, education for pregnant and parenting students, learning environment, and technology, as well as sexual harassment.

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

Title IX Coordinators:

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

Dr. David Hubbard, Associate Vice Chancellor for Operations

ACADEMIC POLICIES

Credit Policy

The purpose of the academic credit hour policy is to articulate Keiser University's method for determining the amount and level of academic credit awarded for courses offered. Academic credit is the unit by which student academic engagement is measured and defined by the federal government when determining eligibility for student financial aid and is necessary for the standardization of faculty and staff ability to fulfill the institution's mission to provide educational programs to a diverse student body in traditional, nontraditional, and online delivery formats.

According to the federal definition, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement predicated upon an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item one above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In keeping with commonly accepted educational practice, Keiser University uses the Carnegie Unit Calculation for determining the amount of credit awarded for the equivalent amount of work involved in formats other than traditional lecture-style direct instruction. The equivalency is as follows:

1 semester credit hour = 15 hours of didactic work
1 semester credit hour = 30 hours of laboratory work
1 semester credit hour = 45 hours of practicum work

Implicit in the above allocation is that two times the amount of hours devoted to classroom instruction is required of students engaged in related and supplemental out-of-class learning activities. The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires additional student work per credit hour. In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Coursework typically employs three main categories of academic engagement: (1) traditional didactic/lecture, (2) laboratory, and (3) practicum, with certain programs offering a combination of coursework categories. Practicum includes clinical fieldwork experiences, preceptorships, and other forms of externship. Programs which provide a combination of didactic, laboratory, and/or practicum within a given course adhere to the Carnegie Unit Calculation for each coursework category in determining the total credit hours awarded for the course.

Many institutions feature independent or directed independent study courses. While used occasionally by Keiser University, such courses must be approved in advance by the campus dean of academic affairs. In these instances, credit calculations are performed to ensure the course meets or exceeds the minimum amount of engagement required by this policy as detailed in the tables below. These tables illustrate how the calculation is performed when applying the policy to courses offered at the institution.

Traditional Didactic/Lecture:
The didactic course entails direct instruction with a faculty member, whether face-to-face or through distance learning methods.

Traditional Didactic/Lecture			
Credits	**Hours**	**Minimum instructional time for 16-week semester**	**Minimum out-of-class time for 16-week semester**
1	15	900 minutes	1,800 minutes
2	30	1,800 minutes	3,600 minutes
3	45	2,700 minutes	5,400 minutes
4	60	3,600 minutes	7,200 minutes

Laboratory:
The laboratory course allows students to have hands-on learning under the supervision of a faculty member with course-specific learning activities.

Laboratory			
Credits	**Hours**	**Minimum lab instructional time for 16-week semester**	**Minimum out-of-class time for 16-week semester**
1	30	1,800 minutes	3,600 minutes
2	60	3,600 minutes	7,200 minutes
3	90	5,400 minutes	10,800 minutes
4	120	7,200 minutes	14,400 minutes

Note: In accordance with federal guidelines, at least an equivalent amount of work as required in section one of the federal definition for credit hours can be completed using other academic activities as established by the institution. Therefore, students enrolled in laboratory courses may have a portion of, or all of, their course time allocated to lab instructional time instead of a combination of lab instructional and out-of-class time. Out-of-class time includes open lab practice time supervised by faculty members.

In certain courses, a "C" or "L" after the course number is used as a lab indicator. The "C" represents a combined lecture and laboratory course. The "L" represents a laboratory course or the laboratory portion of a course that has the same prefix and course number as the companion didactic course.

Practicum:
Experiential learning supervised by a professional or faculty member at a location/site related to the student's field of study.

Practicum			
Credits	**Hours**	**Minimum practicum student experience time for 16 weeks semester**	**Minimum out-of-class time for 16 weeks semester**

1	45	2,700 minutes	5,400 minutes
2	90	5,400 minutes	10,800 minutes
3	135	8,100 minutes	16,200 minutes
4	180	10,800 minutes	21,600 minutes
Note: In accordance with federal guidelines, at least an equivalent amount of work as required in section one of the federal definition for credit hours can be completed using other academic activities as established by the institution. Therefore, students enrolled in practicum courses may have all of their course time allocated to practicum instructional time, or a combination of practicum instructional and out-of-class time.			

As stated in the federal definition, the credit hour calculation "reasonably approximates not less than one hour of direct faculty instruction and a minimum of two hours outside work." This definition is relevant for practica because in many professions, the clinical fieldwork hours required to satisfy licensing boards exceed the literal Carnegie Unit Calculation, resulting in students completing more hours than would be required for other kinds of academic work. It is Keiser University's policy that while such requirements may exceed the number of required hours per credit, they will never fall below the minimum.

Due to the flexibility of Keiser University term lengths (4-week, 8-week, and 16-week terms), and the one-course-at-a-time scheduling system for many program offerings, class meeting times for face-to-face instruction can vary by program; In these cases, required time to satisfy course learning objectives may exceed the minimum thresholds outlined above, but will never be less than the minimum. The tables above indicate the required amount of student engagement in courses at different credit levels, regardless of term length.

Level of Credit

Just as the amount of credit is an important consideration managed by individuals academically qualified to make these determinations, the level of credit is similarly important in crafting and maintaining a coherent curriculum. Levels of credit in the Keiser University curriculum include developmental (pre-1000), freshman (1000-level), sophomore (2000-level), junior (3000-level), senior (4000-level), master's (500- and 600-level), and doctoral (700-level and higher).

Undergraduate courses are generally designed for transfer and follow the labeling system of the Florida State Course Numbering System. Developmental courses earn institutional credit but do not transfer. Graduate schools typically accept a small number of credits and transfer of credit is at the discretion of the receiving institution.

As shown in the table below, Keiser University uses "ENC_101" to identify its freshman composition skills course, as an example, in accordance with the Florida State Course Numbering System requirements. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the State Course Numbering System taxonomy, "ENC" means "English Composition," the century digit "1" represents "*Freshman* Composition," the decade digit "0" represents "Freshman Composition *Skills*," and the unit digit "1" represents "Freshman Composition Skills *I*." The use of this framework ensures that curriculum is not only organized by content, but also by rigor, ensuring a cohesive course of study.

Prefix	Level Code	Century Digit	Decade Digit	Unit Digit	Lab Code (if applicable)
ENC	1	1	0	1	
English Composition	Lower-Level Composition	Freshman Composition	Freshman Composition Skills	Freshman Composition Skills I	No lab required

In order to maintain organized curriculum which progresses in depth and complexity, the faculty follows guidelines for determining the amount and level of credit. Such decisions are overseen by the Curriculum Committee, the Office of Academic Affairs, and ultimately the Office of the Chancellor. The guidelines include, but are not limited to:

- degree programs embody a coherent course of study and are compatible with the stated mission and goals of Keiser University;
- degree programs are based upon fields of study appropriate to higher education;
- content is appropriate for the prior learning and current level of student knowledge expected at the freshman, sophomore, junior, senior, and graduate level;
- associate degrees have an appropriate mix of 1000- and 2000-level courses to promote scaffolding of increasingly complex content;
- bachelor's degrees have an appropriate mix of lower-division and upper-division courses; and
- graduate programs are progressively more advanced in academic content than undergraduate programs, include knowledge of the literature published in the discipline, and ensure engagement in research and/or professional practice and training.

The Keiser University academic credit hour policy conforms to the requirements and definitions of the federal government, as well as the requirements, standards, policies, and guidelines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This policy is reviewed on a three-year rotating cycle to ensure currency and applicability. The publication of the policy is intended to serve as a guide for all future credit hour decisions, provide guidance for students, and assist faculty and university personnel in the development of curricula.

Guidelines for Graduate Study

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

University Hours

The University is in session throughout the year, with the exception of holidays and vacations listed in the Academic Calendar. Please check with the Graduate School Deans for other schedules that may be specific to a Keiser University campus.

Special Tutoring

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

Academic Advising

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

Library System

Keiser University's Library provides a combined collection of books, journals, globes, posters, anatomical models, DVDs and more than 260 electronic resources that include several collections of electronic books, as well as access to highly specialized subject databases that pertain to specific programs. The library's facilities each provide a pleasant, well-appointed learning environment that includes study spaces, relaxation spaces, and computers to access all the information and services available through the library's electronic resources.

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

The Main Library facility is open 69.5 hours per week, from 7:30 a.m. to 9:00 p.m. Monday through Thursday and Fridays 7:30am to 5:00pm, and Saturday 9:00am to 3:00pm. Hours at other campus facilities may vary and are provided on Keiser University's webpage under the specific campus of interest. The library's web-based resources are typically available 24 hours a day except for required maintenance periods.

All Keiser University Libraries are staffed by a professional librarian holding or in pursuit of an American Library Association Accredited Master of Library Science degree (ALA/MLS) with several campus libraries having more than one library staff member with the ALA/MLS degree. In order to guarantee that beyond the physical Library hours all patrons can access library resources and the services of a professional librarian, the library also provides an online "Chat With A Librarian" service. The "Chat With A Librarian" service is available 24 hours a day from the library webpage where students may also access the library's collections, reading lists, or inter-library loan and document delivery services, as well as the afore mentioned research databases to which the library subscribes.

The library provides a variety of information literacy and library training opportunities to assist students in the utilization of the library resources. Library training in one form or another is available at any time. Self-paced, streaming video training is available on demand through embedded links found on the library's website and can be accessed from any Internet connection via the easy to remember URL: www.keiserlibrary.com Subject-specific classroom presentations conducted by a professional librarian are also available at the request of instructors and individual instruction by a professional librarian, either in person, by telephone or through the "Chat With A Librarian" service is available to anyone upon request during regular Library hours. Beyond this, each of the library's electronic resources contain resource specific user-training through the particular resource's HELP menu.

Keiser Library System aims to tailor its resources and services to specific educational and research needs, and to offer these resources and services through a variety of delivery methods to meet the needs of campus-based and distance learners. To this end, the library provides program specific LIB-GUIDES for learning the educational programs offered through the university. These LIB-GUIDES simplify access the library's vast array of resources by making it easy to determine which resources pertain to each specific program.

All of the library's physical and electronic collections are professionally managed by American Library Association accredited librarians who work both individually and in concert to provide the highly focused collection of materials and services necessary for Keiser University's programs and to keep these resources and services equitable among all students and faculty without regard to their location.

Average Class Size

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

Field Trips

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

Guest Lecturers

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

Schedule Changes

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

Honor Code

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

Leave of Absence Policy

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

A leave of absence may be granted for a period not to exceed 120 days. Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted as long as the total number of days does not exceed 120 days in any twelve-month period. Students requesting a leave of absence must submit acceptable documentation and sign the University's Change in Status forms. Acceptable reasons for a leave of absence or a second leave of absence within a twelve-month period may include but are not limited to: jury duty, military duty, natural disaster, personal, professional, and medical issues including circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA).

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

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

University Withdrawal Policy

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

Students have a responsibility to notify the University of their intent to withdraw and indicate the date of the withdrawal. If the student plans to return to school, this should be indicated to the Graduate School Deans during this process.

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

Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal from the institution for Military Duty. No academic penalty will be given for deployment. If the student is currently attending a class, the student has the option to complete the course with the approval of their faculty member and Dean. The student can request an "Incomplete" grade in accordance with "Incomplete Grade" policy in this catalog and the Keiser University Policy and Procedure Manual. If the student decides to withdraw from the class, a grade of "WM" will be earned and the class will be retaken upon return to the University. The "WM" grade will not affect the student's satisfactory academic progress (SAP) due to Military Deployment.

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

Policy on Class Absences Due to Military Service

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

Policy on Military Stipends

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

1. The student can opt to have ¼ of all Title IV funds being used for living expenses processed at the beginning of each term within the semester, once the student has posted attendance and the Title IV funds are processed and posted to the account.*
2. The student can receive all Title IV funds once the student has posted attendance and met the 60% attendance requirement per DOE and, once the Title IV funds are processed and posted to the account.*

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

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

Process to request a stipend:

1. Military student completes a Military Stipends Policy Acknowledgement Form in writing and submits to the Bursar office

2. Bursar submits a work order to the Military Affairs Team and includes the following:

    a. Completed Military Stipends Form

    b. Student Name

    c. Student ID

    d. Dollar amount requested

3. The Military Affairs Team reviews request and determines if funding is forthcoming.

4. If release is determined, the approval amount will be processed internally and amount will be issued through Heartland. There will be no special checks administered.

Military Course Approval and Refund Policy

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

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

VA Pending Payment Policy: Student Rights and Responsibilities

Replace the first three paragraphs as follows:
GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at https://www.va.gov/.

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

All students using Chapter 33 benefits must provide a copy of their Certificate of Eligibility (COE) to the institution prior to the first day of class. All Veterans using Chapter 31 benefits must confirm the institution received an electronic authorization from their VRC prior to the first day of each semester.

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

Return of Federal Tuition Assistance

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

Unused Tuition Adjustment Policy for Active Duty Students:

If an Active Duty student withdraws during a course, the scheduled amount of Federal Tuition Assistance (FTA) below will be returned to the appropriate agency depending on the students schedule. A semester of sixteen (16) weeks may consist of four (4) consecutive four (4) week terms, two consecutive 8-week terms, or (1) consecutive sixteen (16) week semester of instruction.

16 Weeks
Prior to first week of class or within the first week with no attendance – 100% return
Weeks 1-4: 75% return
Weeks 5-8: 50% return
Week 9-12: 25% return (Week 10 = 60% completion)
After week 12: 0% return

8 Weeks
Prior to first week of class or within the first week with no attendance – 100% return
Week 1-2: 75% return
Week 3-4: 50% return
Week 5-6: 25% return (Week 5 = 60% completion)
After week 6: 0% return

4 Weeks
Prior to first week of class or within the first week with no attendance – 100% return
Week 1: 75% return
Week 2: 50% return
Week 3: 25% return (60% completion)
After week 3: 0% return

Academic Re-Admittance Policy

A student must apply for re-admittance to the University after voluntary or involuntary withdrawal. This policy also applies to students who have been on an approved leave of absence that extended beyond the date granted which results in automatic withdrawal. The re-admittance policy is as follows:
Students must obtain permission from the Graduate School Deans to re-enroll.
Students must obtain the Bursar's signature on the re-entry form indicating that all financial obligations to the University have been met. If a student has been out of school for more than one (1) semester, a re-entry fee of $150 must be paid.
Students must contact a Financial Aid Administrator to re-apply for financial aid and set up a payment schedule.
If a student has been out of school for more than six (6) months, the student may no longer have the hands-on skills necessary for his/her respective program. The decision for re-admittance in this case is made by the Program Director/Coordinator. Graduate School Deans may grant approval for re-admittance if a student has been out of school for more than one (1) semester.

Disciplinary Re-Admittance Policy

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

1. Students re-entering are placed on one semester of disciplinary probation.

If there are no violations of student rules and regulations during this period, at the conclusion of the probationary semester, students are removed from the probation.

Add-Drop Period

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

The following section applies only to students at the San Marcos, Nicaragua Latin American Campus:

Add/drops may occur only during the first two weeks of a regular semester, with exceptions made by the Academic Dean, and on the days stipulated in the Academic Calendar for Summer Sessions.

Academic Load

To be considered full-time, graduate students must carry a minimum load of six (6) credit hours per semester, which is a normal academic load. Full-time doctoral candidate students must carry a minimum load of four (4) credit hours per semester while in dissertation/applied doctoral project courses. The Doctor of Chiropractic Medicine and Master of Science in Occupational Therapist programs require students to carry a minimum load of twelve (12) credits per semester to obtain full-time status.

Testing

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

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

Grading Policy

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

Letter	Interpretation	Numerical Value	Numeric Grade
A	Excellent	4.0	90.00-100.00%
B	Good	3.0	80.00-89.99%
C	Average	2.0	70.00-79.99%

F	Failing	0.0	Up to 69.99%
AU	Audit	Not Computed	
I**	Incomplete	Not Computed*	
W	Withdrawal	Not Computed (prior to 50% completion)	
WF	Withdrawn past midpoint of course	0.0	
WM	Withdrawal/ Military Duty	Not Computed	
WNA	Withdrawal/No Attendance	Not Computed	
P	Pass	Not Computed	
T	Transfer Credit	Not Computed	
WCA	Withdrawal Cancel Add/Drop	Not Computed	
WCO	Withdrawal due to Covid-19*	Not Computed for Satisfactory Academic Progress	
WND	Withdrawal Natural Disaster	Not Computed	
Z	A grade of 'Z' indicates that the student recipient was making acceptable progress in the didactic portion of a course that involved a clinical component; however, for some reason, event, or course interruption beyond the control of Keiser University and involving no fault of the student, the course was not capable of being completed. The 'Z' indicates that the clinical, field placement, or externship was the portion of the course that was not completed; that clinical section will have to be completed before a final letter grade can be issued. This situation is usually associated with additional explanatory information that covers the make-up work or provides further directions to the students concerning course completion.		

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

**Incomplete Grade Policy

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

instructor must submit a grade change to the registrar. If this is not completed within the period, the course grade automatically becomes an "F" grade. Graduate students must meet course requirements within the first four weeks of the subsequent term.

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

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

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

Grades for applied doctoral projects, Credit (CR), In Progress (IP), and No Credit (NC) are awarded at the end of every applied doctoral course. In Progress grades are awarded in applied doctoral courses that are not completed 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 Graduate School Deans.

Dissertation Progress Policy

Doctoral candidates must be enrolled in dissertation courses for three (3) semesters minimum. Candidates will be awarded 12 credit hours upon successful defense and completion of all dissertation requirements. Candidates, who do not complete the dissertation requirements in four (4) semesters, will be enrolled in dissertation continuation courses.

Applied Doctoral Progress Policy

Doctoral candidates must be enrolled in applied doctoral project courses for two (2) semesters minimum. Candidates will be awarded 8 credit hours upon successful defense and completion of all applied doctoral project requirements. Doctor of Nursing Practice candidates will be awarded 6 credit hours upon successful defense and completion of all applied doctoral project requirements. Candidates, who do not complete the applied doctoral project requirements in two (2) semesters, will be enrolled in applied doctoral project continuation courses.

Repeating Courses

A course in which a final grade of "C" or less has been earned may be repeated for grade average purposes. Only the higher grade is used in computation of accumulative grade point average at Keiser University.

A course in which a satisfactory final grade (e.g., "A" or "B") has been earned may not be repeated for grade average purposes. No courses may be repeated for grade average purposes after graduation and no courses can be attempted more than three times. All

credits attempted are considered when calculating quantitative Satisfactory Academic Progress status. A student failing the first course of the academic program, as a general rule, will be required to retake that same course the next term, assuming its availability. This practice recognizes that the student should repeat the course while the material is relatively familiar and the student is in the best position to remediate the failing grade. If the student should receive a failing grade in the second attempt, the student will be academically dismissed and may apply for re-entry only after the applicant has been counseled by the Graduate School to determine the student's interest in and suitability for enrollment in a graduate program.

Non-performing Students

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

Academic Year

An academic year is defined as two semesters equivalent to 32 weeks of instruction and at least

*12 semester hours.

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

Standardized Testing Requirements

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

Degree Requirements

BUSINESS AND TECHNOLOGY

REQUIREMENTS FOR DOCTOR OF BUSINESS ADMINISTRATION

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

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all DBA degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School
- Students will complete (2) two residencies, the initial residency in the first year and the subsequent residency before attempting the comprehensive examination. Students will complete all coursework and the comprehensive examination prior to beginning dissertation.
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation
- Maintain active student status until dissertation is approved

REQUIREMENTS FOR MASTER OF ACCOUNTANCY

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

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all Master of Accountancy degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION

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

- Earn a minimum of 36 graduate semester credit hours for the Professional MBA or 45 graduate semester credit hours for an MBA with an area of advanced study
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"

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

REQUIREMENTS FOR MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

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

- Earn a minimum of 36 graduate semester credit hours.
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the MSOL degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

REQUIREMENTS FOR MASTER OF SCIENCE IN INFORMATION SECURITY

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

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

REQUIREMENTS FOR MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

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

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

REQUIREMENTS FOR MASTER OF SCIENCE IN FINANCIAL TECHNOLOGY

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

- Earn a minimum of 30 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete at least 18 credits of the M.S. program through Keiser University

REQUIREMENTS FOR MASTER OF SCIENCE IN SPORT MANAGEMENT AND OPERATIONS

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

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the M.S. program degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

REQUIREMENTS FOR GRADUATE BUSINESS CERTIFICATE

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

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

CHIROPRACTIC MEDICINE

REQUIREMENTS FOR DOCTOR OF CHIROPRACTIC

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

- Complete the required course of study, at least 50% of which is completed at Keiser University
- Earn a minimum grade average of 3.0 (on a scale of 4)
- A student must achieve a minimum cumulative grade point average (GPA) of 3.0 after completing each semester at Keiser University. Students in the Doctor of Chiropractic program may be considered (on an individual basis) to have met the requirements for Satisfactory Academic Progress (SAP) upon appeal to the Vice President of the College of Chiropractic Medicine if they have a cumulative GPA between 2.75-2.99 (for semesters 1-3), and less than a 3.0 for semesters 4-10, providing there is evidence of continuous academic progress. The graduation requirement of achieving a cumulative GPA of 3.0 or higher remains unchanged for DC program students.
- Demonstrate competency in all the DCP program and course objectives

- Fulfill all quantitative and qualitative clinical requirements
- Hold a Baccalaureate degree from a USDE recognized accredited college or university
- Complete all requirements for the Doctor of Chiropractic degree within 6 years of matriculation into the program, or within 6 years of beginning a DC program (exceptions for active military service and other extenuating circumstances are reviewed by the Vice President of the College of Chiropractic Medicine and Associate Vice-Chancellor of the Graduate School)
- At a minimum a first attempt on parts I, II, and III of the National Board of Chiropractic Examiners (NBCE) examination. And registration of NBCE Part IV (prior to graduation).

EDUCATION

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

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

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

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

- Earn a minimum of 44 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all EdD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- Complete one residency before starting the ADP courses
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering the ADP courses
- Maintain active student status until ADP is approved
- Complete a proposal approved by an ADP committee
- Successfully defend the proposal
- Complete an Applied Doctoral Project approved by an ADP committee

- Successfully defend the ADP

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

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

Candidates for admission to the Educational Specialist program are required to hold a master's degree (or equivalent) from an accredited institution. An admission decision is based on a combination of a student's graduate academic performance, professional experience, and supplemental admission documents.

Required documents for admission are as follows:

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

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

REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION

Candidates for admission to the Master of Science in Education programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in education is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental admission documents.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the $55 application fee
- Submission of an unofficial bachelor's or master's transcript from an accredited school. Official transcripts are due by the end of the first semester of attendance, OR provide proof of foreign language equivalency with calculated CGPA
- Minimum 3.0 CGPA
- Resume or curriculum vitae
- If CGPA is < 3.0 applicants will need to fulfill one of the following:
  - Submit a personal statement (preferred)
  - Submit a letter of recommendation

- Submit GMAT or GRE test scores
- If GPA is <2.70, there will be an admission review of the completed application with a final decision rendered by the Vice Chancellor of the Graduate School to determine propensity for success

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

REQUIREMENTS FOR MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING

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

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all credits of the Master of Science in Golf Teaching and Learning program through Keiser University
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School

HEALTH SCIENCES

REQUIREMENTS FOR DOCTOR OF HEALTH SCIENCE

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

- Earn a minimum of 51 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all DHSc degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of the Graduate School
- Students will complete one residency, typically in the first year or before attempting the comprehensive examination and beginning the dissertation.
- Successfully pass a comprehensive examination before advancing to candidacy
- Complete a proposal approved by a dissertation or applied doctoral project committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation or applied doctoral project committee
- Successfully defend the dissertation or applied doctoral project
- Maintain active student status until the dissertation or applied doctoral project is approved

REQUIREMENTS FOR DOCTOR OF NURSE ANESTHESIA PRACTICE (ENTRY-INTO-PRACTICE)

To earn a Doctor of Nurse Anesthesia Practice (Entry-into-Practice) degree from Keiser University, students must accomplish the following:

- Successful completion of all DNAP courses each semester, which is required to progress to the next semester
    - The program does not permit re-admission for students dismissed from the Nurse Anesthesia Program
    - A maximum of one final grade of "C" in major courses is allowed throughout the program.
- Completion of 90 credit hours of doctoral-level coursework
- A final cumulative GPA of 3.0 or higher
- Fulfillment of all DNAP Clinical Practice requirements, demonstrating competent and safe clinical performance
- Completion of all DNAP Capstone requirements

REQUIREMENTS FOR DOCTOR OF NURSE ANESTHESIA PRACTICE (COMPLETION)

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

- Earn 30 graduate semester credits
- Maintain a minimum grade point average of 3.0
- Receive no more than one course grade of "C"
- Successfully complete the Capstone Project with approval from the Capstone Committee

REQUIREMENTS FOR DOCTOR OF NURSING PRACTICE

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

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Complete the final 30 credits of the DNP program through Keiser University
- Earn a minimum of 1000 clinical practice hours to successfully complete the DNP program
- Complete all DNP degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete a final DNP evidenced-based applied project including final manuscript
- Present final DNP evidenced-based applied project to Project Committee Chair and Graduate Nursing faculty
- Complete (1) two-day residency prior to enrolling in ADP902

REQUIREMENTS FOR MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

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

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

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

REQUIREMENTS FOR MASTER OF SCIENCE IN EXERCISE AND SPORT SCIENCE

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

- Earn a minimum of 36 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING

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

- Earn a minimum of 33.0 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final 27 credits of the MSN program through Keiser University
- Complete all MSN degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete a final capstone evidenced-based project

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER

To earn a Master of Science in Nursing, Family Nurse Practitioner degree from Keiser University, students must accomplish the following:

- Earn a minimum of 49.0 graduate semester credit hours

- Earn a minimum grade average of 3.0
- Have no more than one course with a grade of "C"
- Complete all MSN FNP (specialty specific) credits through Keiser University
- Complete a minimum of 630 precepted clinical hours
- Complete two residencies
- Complete all MSN FNP degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education
- Register for the Family Nurse Practitioner National Board Certification Examination prior to completing the last course

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING, WOMEN'S HEALTH FAMILY NURSE PRACTITIONER

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

- Earn a minimum of 51.0 graduate semester credit hours;
- Earn a minimum grade average of 3.0 GPA;
- Have no more than one course with a grade of "C";
- Complete all MSN Women's Health Nurse Practitioner (specialty specific) credits through Keiser University;
- Complete the 710 minimum required number of precepted clinical hours;
- Complete three residencies.
- Complete all MSN Women's Health Nurse Practitioner degree requirements within five years of beginning coursework. (Exceptions for extenuating circumstances reviewed by the Dean of the Graduate School);
- Register for the National Board Certification Examination prior to completing the last course.

REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL NUTRITION – COORDINATED PROGRAM

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

Program completion requirements are:

- Completion of general education requirements with a minimum 3.0 cumulative GPA
- Completion of the undergraduate and graduate courses within the program of study with a minimum 3.0 cumulative GPA
- Completion of the required minimum of 1000 hours of supervised practice experience
- Demonstrated mastery of all ACEND knowledge and core competencies requirements

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

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

The program completion requirements are different if a student already holds a master's degree and wants to become a registered dietitian. Keiser University MSCN-CP will consider admitting these students as long as the master's degree is granted by a US Department of Education accredited institution, or foreign equivalent. These students will be required to complete the undergraduate component of the program with any eligible courses being transferred into Keiser University. They will also be required to successfully complete one eight-week supervised practice course in the master's curriculum which is DIE544 – Advanced Practice I and show mastery of all ACEND required core competencies for RDNs by completing any additional assignments per the Program Director. After completion of the requirement stated here, the student will be awarded the Coordinated Program Verification Statement.
Applicants cannot be enrolled in the Program if they are only interested in completing the graduate degree portion of the curriculum.

REQUIREMENTS FOR MASTER OF SCIENCE IN NUTRITION – INNOVATIVE LEADERSHIP

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

- Earn a minimum of 30 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"

REQUIREMENTS FOR MASTER OF SCIENCE IN OCCUPATIONAL THERAPY - BRIDGE PROGRAM

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

- Earn a minimum of 120 undergraduate credit hours towards a Bachelor of Science in Occupational Health and 51 graduate semester credit hours towards a Master of Science in Occupational Therapy
- Earn a minimum grade point average of 3.0
- Have no more than two graduate courses with a grade of "C"
- Complete all MSOT degree requirements within five years of beginning coursework. (Exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of the Graduate School)
- In order to qualify for state licensure students will be required to sit for the NBCOT examination after graduation from the MSOT program

SOCIAL SCIENCES

REQUIREMENTS FOR DOCTOR OF CRIMINAL JUSTICE

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

- Earn a minimum of 44 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete at least 26 credits of the DCJ program through Keiser University
- Complete all doctoral degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete one residency prior to beginning the applied doctoral project
- Complete an applied doctoral project approved by an applied doctoral committee

REQUIREMENTS FOR DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE AND CRIMINOLOGY

To earn a Doctor of Philosophy in Criminal Justice and Criminology degree from Keiser University, students must accomplish the following:

- Earn a minimum of 54 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final 36 credits of the PhD program through Keiser University
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor
- Complete two residencies before taking the comprehensive examination
- Successfully complete a comprehensive examination prior to advancing to candidacy
- Advance to candidacy prior to entering into dissertation courses
- Maintain active student status until dissertation is approved
- Complete a proposal approved by a dissertation committee
- Successfully defend the proposal
- Complete a dissertation approved by a dissertation committee
- Successfully defend the dissertation

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

Candidates for admission to the PhD programs are required to hold a master's degree (or equivalent) from an accredited institution. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental admission documents.

Candidates for admission to the PhD in Industrial and Organizational Psychology and PhD in Psychology programs with a conferred bachelor's degree (or equivalent) in psychology or

related behavioral science field from an accredited institution may enter the program as a **bachelor's entry** applicant with a minimum 3.0. undergraduate GPA.

Required documents for admission are as follows:

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

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

REQUIREMENTS FOR MASTER OF ARTS IN CRIMINAL JUSTICE AND MASTER OF ARTS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

To earn a Master of Arts in Criminal Justice or Master of Arts in Homeland Security and Emergency Management from Keiser University, students must accomplish the following:

- Earn a minimum of 30 graduate semester credit hours (Master of Arts in Homeland Security and Emergency Management)
- Earn a minimum of 33 graduate semester credit hours (Master of Arts in Criminal Justice)
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final 21 credits of the program through Keiser University
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Associate Vice Chancellor of Academic Affairs for Graduate Education

REQUIREMENTS FOR MASTER OF ARTS IN INTERDISCIPLINARY STUDIES

To earn a Master of Arts in Interdisciplinary Studies degree from Keiser University, students must accomplish the following:

- Earn a minimum of 30 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete the final 18 credits of the program through Keiser University
- The elective courses require approval by the Dean of the Graduate School
- Complete all degree requirements within five years of beginning coursework; exceptions for extenuating circumstances reviewed by the Director of Graduate Academics

REQUIREMENTS FOR MASTER OF SCIENCE IN BEHAVIORAL HEALTH

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

To earn a Master of Science in Behavioral Health, a student must:

- Complete 42 graduate semester credit hours distributed across 14 eight-week courses
- Maintain an overall program GPA of at least 3.0
- Have no more than two courses with a grade of "C"
- Satisfy all supervised practicum requirements and the thesis-equivalent research project as described for Practicum I and II
- Complete each requirement within 5 years of initial enrollment. Students who interrupt enrollment and later return follow the curriculum in effect at re-entry and may be asked to audit previously completed coursework if the absence has been prolonged, in accordance with the re-entry provisions in the manual

Because the Behavior Analyst Certification Board (BACB) periodically revises its policies, students are responsible for confirming that they satisfy all requirements outlined in the newest Board Certified Behavior Analyst (BCBA) Handbook before applying for the exam. Completion of the degree, therefore, should position graduates well for certification under Pathway 2, but it does not by itself guarantee future exam eligibility; eligibility ultimately rests on the BACB's most current Eligibility Requirements for BCBA certification.

REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

To earn a Master in Science in Clinical Mental Health Counseling degree from Keiser University, students must accomplish the following:

- Earn a minimum of 60 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Earn a grade of B or better in MHC510, MHC525, MHC515, MHC545, MHC660, MHC661, MHC662
- Attend three mandatory intensive on-campus/residency sessions.
- Complete the final 54 credits of the M.S. program through Keiser University

REQUIREMENTS FOR MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY AND MASTER OF SCIENCE IN PSYCHOLOGY

Candidates for admission to the Master of Science in Industrial and Organizational Psychology and Master of Science in Psychology programs are required to hold a four-year baccalaureate degree

(or equivalent) from an accredited institution. An undergraduate degree in psychology is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's academic performance, professional experience, and supplemental admission documents.

Required documents for admission are as follows:

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

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

University Hours

Hybrid graduate classes are held from 8:00 a.m. to 12:00 p.m. or 1:00 p.m. to 5:00 p.m. on Saturdays, or during other times and days as needed. Please check with the Associate Vice Chancellor of Academic Affairs for Graduate Education for specific information on online and hybrid classes.

- Attend three on-campus residencies at specified times during the program. Two residencies must be completed prior to enrolling in practicum courses. The final residency must be completed before enrolling in an internship course.
- Complete a minimum of 100 hours of supervised practicum hours (at least 40 clock hours of direct service)
- Complete a minimum of 600 hours of supervised internship hours (at least 240 clock hours of direct service)
- Pass the comprehensive exam
- Complete. all M.S. degree requirements within six years of beginning coursework; exceptions for extenuating circumstances reviewed by the Graduate School Associate Vice Chancellor

PROGRAM OFFERINGS BY THE GRADUATE SCHOOL

Clearwater	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Biomedical Sciences*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Information Technology Leadership*	
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*

	MSN	*Nursing, Family Nurse Practitioner*	*online only*
Daytona	*PhD*	*Criminal Justice and Criminology*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Psychology*	*online only*
	DBA	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	EdD	*Doctor of Education in Curriculum Leadership*	*online only*
	EdD	*Doctor of Education in Education Leadership*	*online only*
	EdS	*Educational Leadership*	online only
	EdS	*Instructional Design and Technology*	online only
	Grad Cert	*Health Services Management*	online only
	Grad Cert	*Management and Leadership*	online only
	MA	*Criminal Justice*	*online only*
	MA	*Criminal Justice with Interdisciplinary Concentration*	*online*
	MA	*Interdisciplinary Studies*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*

	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
Flagship	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Criminal Justice with Interdisciplinary Concentration*	
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	
	MBA	*Global MBA*	
	MBA	*Management*	
	MBA	*Marketing*	
	MBA	*Technology Management*	
	MS	*Behavioral Health*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	

	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	
	MS	*Industrial and Organizational Psychology*	
	MS	*Psychology*	
	MS	*Sport Management and Operations*	
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
Ft. Lauderdale	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	online only
	EdS	*Instructional Design and Technology*	online only
	Grad Cert	*Health Services Management*	online only
	Grad Cert	*Management and Leadership*	online only
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	
	MBA	*Global MBA*	

	MBA	*Management*	
	MBA	*Marketing*	
	MBA	*Technology Management*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Occupational Therapy (Bridge Program)*	
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
Ft. Lauderdale Graduate School	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online*
	DCJ	*Doctor of Criminal Justice*	*online*
	DHSc	*Health Science*	*online*
	DNP	*Nursing Practice*	*online*
	DNAP	*Nurse Anesthesia Practice*	*online*
	EdD	*Curriculum Leadership*	*online*
	EdD	*Education Leadership*	*online*
	EdS	*Educational Leadership*	*online*
	EdS	*Instructional Design and Technology*	*online*
	Grad Cert	*Health Services Management*	*online*
	Grad Cert	*Management and Leadership*	*online*
	MA	*Criminal Justice*	*online*

	MA	*Criminal Justice with Interdisciplinary Concentration*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MA	*Interdisciplinary Studies*	*online*
	MAcc	*Accountancy*	*online*
	MBA	*Accounting*	*online*
	MBA	*Business Administration*	*online*
	MBA	*Business Administration (Mandarin)*	
	MBA	*Business Administration (Spanish)*	*online*
	MBA	*Health Services Administration*	*online*
	MBA	*Global MBA*	*online*
	MBA	*Global MBA (Spanish)*	*online*
	MBA	*Management*	*online*
	MBA	*Management (Spanish)*	*online*
	MBA	*Marketing*	*online*
	MBA	*Technology Management*	*online*
	MS	*Clinical Mental Health Counseling*	*online*
	MS	*Exercise and Sport Science`*	*online*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online*
	MS	*Organizational Leadership*	*online*
	MS	*Industrial and Organizational Psychology*	*online*
	MS	*Nutrition – Innovative Leadership*	*online only*
	MS	*Sport Management and Operations*	
	MS	*Psychology*	*online*
	MSEd	*Education, Leadership*	*online*
	MSEd	*Education, Teaching and Learning*	*online*
	MSEd	*School Counseling*	*online*
	MSN	*Nursing*	*online*
	MSN	*Nursing, Family Nurse Practitioner*	*online*
	MSN	*Nursing, Women's Health Nurse Practitioner*	*online*
	EdD	*Curriculum Leadership*	*online*
	EdD	*Education Leadership*	*online*
	PhD	*Curriculum and Instruction*	*online*
	PhD	*Educational Leadership*	*online*

	PhD	*Criminal Justice and Criminology*	*online*
	PhD	*Industrial and Organizational Psychology*	*online*
	PhD	*Instructional Design and Technology*	*online*
	PhD	*Psychology*	*online*
Ft. Lauderdale Online Division	*DBA*	*Business Administration (Spanish) (Specializations in Global Management, or Global Business)*	*online*
	DCJ	*Doctor of Criminal Justice*	*online*
	EdD	*Doctor of Education in Curriculum Leadership*	*online*
	EdD	*Doctor of Education in Education Leadership*	*online*
	MA	*Criminal Justice with Interdisciplinary Studies*	*online*
	MA	*Interdisciplinary Studies*	*online*
	MA	*Homeland Security and Emergency Management*	*online only*
	MBA	*Business Administration (Spanish)*	*online*
	MBA	*Global MBA (Spanish)*	*online*
	MBA	*Health Services Administration (Spanish)*	*online*
	MBA	*Management (Spanish)*	*online*
	MBA	*Marketing (Spanish)*	*online*
	MS	*Financial Technology*	*online*
	MS	*Management (Spanish)*	*online*
	MS	*Organizational Leadership (Spanish)*	*online*
	MS	*Psychology (Spanish)*	*online*
	MSEd	*Education, Leadership (Spanish) (Liderazgo en Educación)*	*online*
	MSN	*Women's Health Nurse Practitioner*	*online*
	PhD	*Educational Leadership (Spanish) (Liderazgo en Educación)*	*online*
	PhD	*Industrial and Organizational Psychology (Spanish)*	*online*
	PhD	*Psychology (Spanish)*	*online*
Ft. Myers	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*

	DNP	*Nursing Practice*	*online only*
	EdD	*Doctor of Education in Education Leadership*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Occupational Therapy (Bridge Program)*	
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*

Jacksonville	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	EdD	*Doctor of Education in Educational Leadership*	*Online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Information Technology Leadership*	
	MS	*Occupational Therapy (Bridge Program)*	
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*

	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
Lakeland	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Criminal Justice with Interdisciplinary Concentration*	*online*
	MA	*Homeland Security and Emergency Management*	*online only*
	MA	*Interdisciplinary Studies*	*online*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Industrial and Organizational Psychology*	
	MS	*Nutrition – Innovative Leadership*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*

	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
Melbourne	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Interdisciplinary Studies*	*online only*
	MA	*Homeland Security*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*

	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Nutrition – Innovative Leadership*	*online only*
	MS	*Psychology*	*online only*
	MSCN – CP	*Clinical Nutrition – Coordinated Program*	
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
Miami	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DBA	*Business Administration (Spanish)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	EdD	*Doctor of Education in Curriculum Leadership*	*online only*
	EdD	*Doctor of Education in Education Leadership*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Educational Leadership (Spanish)*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Industrial and Organizational Leadership (Spanish)*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
	PhD	*Psychology (Spanish)*	*online only*
	EdS	*Instructional Design and Technology*	*online only*

	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Criminal Justice with Interdisciplinary Studies*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MA	*Interdisciplinary Studies*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	
	MBA	*Business Administration (Spanish)*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Global MBA (Spanish)*	*online only*
	MBA	*Management*	*online only*
	MBA	*Management (Spanish)*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Marketing (Spanish)*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Management (Spanish)*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Organizational Leadership (Spanish)*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MS	*Psychology (Spanish)*	*online only*
	MSEd	*Education, Allied Health Teaching and Leadership*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Leadership (Spanish)*	*online only*
	MSEd	*Education, Online Teaching and Learning*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*

	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
Naples	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	DNAP	*Nurse Anesthesia Practice (Entry-intro-Practice)*	
	DNAP	*Nurse Anesthesia Practice (Completion)*	*online only*
	MBA	*Business Administration*	
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MA	*Interdisciplinary Studies*	*online*
	MBA	*Accounting*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*

	MS	*Psychology*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
New Port Richey	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	
	MBA	*Global MBA*	
	MBA	*Management*	
	MBA	*Marketing*	
	MBA	*Technology Management*	
	MS	*Biomedical Sciences*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*

	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
Orlando	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	EdD	*Doctor of Education in Education Leadership*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Psychology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*

	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
Pembroke Pines	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Psychology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	
	MBA	*Business Administration*	
	MBA	*Business Administration (Spanish)*	*online only*
	MBA	*Health Services Administration*	
	MBA	*Global MBA*	
	MBA	*Global MBA (Spanish)*	*online only*

	MBA	*Management*	
	MBA	*Management (Spanish)*	*online only*
	MBA	*Marketing*	
	MBA	*Technology Management*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Information Security*	
	MS	*Information Technology Leadership*	
	MS	*Nutrition – Innovative Leadership*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
Port St. Lucie	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*

	MBA	*Business Administration*	
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Nutrition – Innovative Leadership*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
San Marcos, Nicaragua	*DBA*	*Business Administration (Spanish) (Specializations in Global Management or Global Business)*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	Grad Cert	*Management and Leadership (Spanish)*	
	Grad Cert	*Marketing*	
	Grad Cert	*Marketing (Spanish)*	
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Business Administration (Spanish)*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Global MBA (Spanish)*	*online only*
	MBA	*Management*	*online only*

	MBA	*Management (Spanish)*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
Sarasota	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Educational Leadership*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Interdisciplinary Studies*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*

	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
Shanghai, China	*MBA*	*Business Administration (Mandarin)*	
	MBA	*Management (Mandarin)*	
	MS	*Applied Psychology (Mandarin)*	
	MS	*Industrial and Organizational Psychology (Mandarin)*	
	MS	*Psychology (Mandarin)*	
	MS	*Sport Management and Operations*	
	MSEd	*Education, Leadership (Mandarin)*	*online only*
Tallahassee	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DCJ	*Doctor of Criminal Justice*	*online only*
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Psychology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security and Emergency Management*	*online only*

	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	MSN	*Women's Health Nurse Practitioner*	*online only*
Tampa	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Management and Leadership*	*online only*
	MA	*Criminal Justice*	*online only*
	MA	*Homeland Security*	*online only*
	MAcc	*Accountancy*	*online only*
	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*

	MBA	*Management*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Biomedical Sciences*	
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Financial Technology*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	
	MSEd	*Education, Leadership*	*online only*
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*
W. Palm Beach	*DBA*	*Business Administration (Specializations in Marketing, Global Management, or Global Business)*	*online only*
	DC	*Chiropractic*	
	DHSc	*Health Science*	*online only*
	DNP	*Nursing Practice*	*online only*
	PhD	*Criminal Justice and Criminology*	*online only*
	EdS	*Educational Leadership*	*online only*
	EdS	*Instructional Design and Technology*	*online only*
	Grad Cert	*Health Services Management*	*online only*
	Grad Cert	*Organizational Leadership*	*online only*
	MA	*Criminal Justice*	
	MA	*Homeland Security and Emergency Management*	*online only*
	MAcc	*Accountancy*	*online only*

	MBA	*Accounting*	*online only*
	MBA	*Business Administration*	*online only*
	MBA	*Business Administration (Spanish)*	*online only*
	MBA	*Health Services Administration*	*online only*
	MBA	*Global MBA*	*online only*
	MBA	*Global MBA (Spanish)*	*online only*
	MBA	*Management*	*online only*
	MBA	*Management (Spanish)*	*online only*
	MBA	*Marketing*	*online only*
	MBA	*Technology Management*	*online only*
	MS	*Clinical Mental Health Counseling*	*online only*
	MS	*Exercise and Sport Science*	*online only*
	MS	*Golf Teaching and Learning*	*online only*
	MS	*Management (Spanish)*	*online only*
	MS	*Organizational Leadership*	*online only*
	MS	*Industrial and Organizational Psychology*	*online only*
	MS	*Psychology*	*online only*
	MSEd	*Education, Leadership*	
	MSEd	*Education, Teaching and Learning*	*online only*
	MSN	*Nursing*	*online only*
	MSN	*Nursing, Family Nurse Practitioner*	*online only*
	PhD	*Curriculum and Instruction*	*online only*
	PhD	*Educational Leadership*	*online only*
	PhD	*Industrial and Organizational Psychology*	*online only*
	PhD	*Instructional Design and Technology*	*online only*
	PhD	*Psychology*	*online only*

PROGRAM DESCRIPTIONS

ACCOUNTING

MASTER OF ACCOUNTANCY DEGREE

(ACBSP Separate Accounting Accredited)

Program Description

Keiser University's Master of Accountancy degree was developed with professional certification in mind, focusing on the practices of accounting. The program prepares accountants to demonstrate professional communications skills that incorporate research and critical thinking. In addition, ethical and professional standards are reinforced. The Master of Accountancy also incorporates authoritative sources.

Program Mission

The mission of the Keiser University Master of Accountancy degree program is to prepare students to advance their careers as professional accountants.

Program Goals

1. Apply advanced knowledge and critical thinking skills related to specific areas of accounting and tax by conducting relevant research
2. Demonstrate proficiency of software applications to analyze and interpret data
3. Apply professional communication skills to support ideas and present financial information in a concise, accurate manner using peer reviewed literature
4. Apply professional standards in ethical situations

Program Pre-requisites

- Baccalaureate degree from an accredited institution in accounting; or baccalaureate degree from an accredited institution in business or equivalent with appropriate upper division accounting coursework

Program Outline

Courses in the Master of Accountancy program are each eight-weeks in length, and students are normally scheduled for one course at a time.

To receive a Master of Accountancy degree, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

Master of Accountancy Major Courses (36.0 credit hours)

ACG5138	Advanced Financial Reporting and Accounting Concepts	3.0 credit hours
ACG5255	Advanced International Accounting Concepts	3.0 credit hours
ACG6367	Advanced Cost/Managerial Accounting	3.0 credit hours
ACG6505	Advanced Governmental and Fund Accounting	3.0 credit hours
ACG6842	Advanced Data Analytics for Accountants	3.0 credit hours
ACG6635	Advanced Auditing Theory and Applications	3.0 credit hours
ACG6685	Fraud Examination Concepts	3.0 credit hours
ACG6687	Fraud Examination Conduct and Procedures	3.0 credit hours
ACG6688	Fraud Examination and the Legal Environment	3.0 credit hours
TAX6879	Special Topics in corporate and Estate Taxation	3.0 credit hours
TAX6877	Special Topics in Taxation	3.0 credit hours
ACG6816	Professional Accounting Research	3.0 credit hours

Technology Requirements

This program uses a number of business- and accounting-related software programs in the courses, including Microsoft Office. Students must have access to a PC with a Windows-based operating system, internet connection, and the ability to download software programs and data files. Students also need to be able to listen to student presentations and present material to the class (headset preferred).

BUSINESS ADMINISTRATION

DOCTOR OF BUSINESS ADMINISTRATION (ACBSP ACCREDITED)

Program Description

The Doctor of Business Administration Degree provides experienced business professionals and future members of academia with the skills to apply business/management theories, methods, and research to dynamically improve the organizations and communities they serve. The program emphasizes the development of new knowledge through both theory and applied research for application in the global environment. The Doctor of Business Administration degree program promotes advanced decision-making and leadership skills, lifelong learning, ethical and informed decision-making, effective communication, sustainability, and the use of information technologies in the global business management environment. Doctoral students specialize in one of three areas. These include: Marketing, Global Management, and Global Business.

Program Mission

The Doctor of Business Administration Degree is designed to provide experienced business professionals and future members of academia with the skills to apply business theories, methods, and research to improve the organizations and communities they serve. The program emphasizes the development of new knowledge through both theory and applied research. The Doctor of Business Administration degree program promotes advanced decision-making and leadership skills, along with enhancing ethical decision-making skills.

Program Goals

1. Apply and evaluate effective business theories to improve the organization through the use of literature as it applies to practice and ethical business decisions
2. Contribute to the body of knowledge as part of the research community by applying appropriate research methods
3. Demonstrate professional communication skills appropriate for publications
4. Contribute to the body of knowledge as part of the research community by demonstrating advanced knowledge and skills based on the student's concentration

Pre-requisites

To ensure success in the core curriculum of the DBA program, candidates are required to demonstrate competency in business knowledge before starting the DBA program. Students who do not have a degree in business will be provided the opportunity to take the MBA prerequisite courses in the semester(s) prior to the start of the DBA program. Candidates must pass the prerequisite courses with at least a "B" or retake the course. Candidates may attempt the prerequisite courses no more than two times unless appeal process is approved.

Program Outline

To receive a Doctor of Business Administration degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months. Students are required to select one of the three specializations. Students take seven core courses for 21 credit hours (common to all specializations), 12 credit hours in research, 15 credit hours in their respective specialization, and 12 hours in the dissertation.

Doctor of Business Administration Major Core Courses *(60.0 credit hours)*

Core Courses *(21.0 credit hours)*

DBA700	Foundations in Business Research Writing	3.0 credit hours
DBA710	Management and Leadership Approaches	3.0 credit hours
DBA720	Global Business	3.0 credit hours
DBA730	The Global Economy	3.0 credit hours
DBA740	Financial Theory and Policy	3.0 credit hours
DBA750	Marketing Management	3.0 credit hours
DBA760	Strategic Decision Making for Managers	3.0 credit hours

Research Courses (12.0 credit hours)

DBR800	Methods and Analysis of Quantitative Research	3.0 credit hours
DBR810	Survey Research Methods	3.0 credit hours
DBR811	Mixed Methods	3.0 credit hours
DBR812	Business Research and Publication	3.0 credit hours

Marketing Specialization (15.0 credit hours)

MKT851	Emerging Issues in Marketing	3.0 credit hours
MKT852	Seminar in Global Marketing	3.0 credit hours

MKT853	Seminar in Marketing Models and Theory	3.0 credit hours
MKT854	Consumer Behavior Theory and Practice	3.0 credit hours
MKT855	Strategic Service Marketing	3.0 credit hours

Global Management Specialization (15.0 credit hours)

DBA810	Micro Organizational Behavior	3.0 credit hours
.DBA820	Macro Organizational Behavior	3.0 credit hours
DBA830	Decision Making and Risk Analysis	3.0 credit hours
DBA850	Organizational Design and Development	3.0 credit hours
DBA860	Emerging Management Theories	3.0 credit hours

Global Business Specialization (15.0 credit hours)

INB821	Cross Cultural Management & Negotiations	3.0 credit hours
INB822	Global Finance Management	3.0 credit hours
INB823	Global Strategic Management	3.0 credit hours
INB825	Global Supply Chain Management	3.0 credit hours
INB826	Advanced Topics in Global Management	3.0 credit hours

Dissertation Courses (12.0 credit hours)

Students must be admitted to candidacy before enrolling in Dissertation Courses

DISS901	Dissertation	2.0 credit hours

Residency Requirement

Students will complete (2) two residencies, the initial residency in the first year and the subsequent residency prior to taking the comprehensive exam. Students will complete all coursework, both residencies and comprehensive examination prior to beginning dissertation process.

DOPR	Doctor of Philosophy Residency One
DOPR2	Doctor of Philosophy Residency Two

DOCTOR OF BUSINESS ADMINISTRATION DEGREE (OFFERED IN SPANISH LANGUAGE)

Specializations in Global Organizational Leadership, and Global Business

For program information in Spanish, please refer to the Spanish edition of this catalog

MASTER OF BUSINESS ADMINISTRATION DEGREE (ACBSP ACCREDITED)
MBA
MBA IN ACCOUNTING
MBA IN HEALTH SERVICES ADMINISTRATION
MBA IN GLOBAL MBA
MBA IN MANAGEMENT
MBA IN MARKETING
MBA IN TECHNOLOGY MANAGEMENT

Program Description

Keiser University's Master of Business Administration (MBA) offers an intensive graduate program that educates students in theories and practices of the modern business world. The MBA program fosters independent learning and enables students to contribute intellectually to the business profession. Students have the option of a general MBA or to extend the core to a specialized MBA program by taking credits in one of six areas of advanced study: Accounting, Health Services Administration, Global Business, Management, Technology Management, or Marketing. In addition, graduates critically analyze and solve business problems through the use of data analysis and the integration of a wide range of business acumen.

Accelerated BABA to MBA Track

Students enrolled in Keiser University's accelerated BABA to MBA track take one or two graduate-level courses listed below, depending on their concentration, instead of the two corresponding undergraduate-level courses, thus accelerating the completion of the MBA degree.

The following graduate-level MBA courses

- MAN571 Organizational Behavior
- MAN575 Operations Management (students enrolled in Management Concentration only)

are taken instead of the following BA in Business Administration courses:

- MAN3025 Organizational Behavior
- MAN3504 Operations Management (students enrolled in Management Concentration only)

Master of Business Administration Degree (offered in Spanish language)

For program information in Spanish, please refer to the Spanish edition of this catalog.

Master of Business Administration Degree (offered in Mandarin language)

For program information in Mandarin, please refer to the Mandarin edition of this catalog.

Program Mission

Keiser University's Master of Business Administration degree program is designed to provide career focused students with the knowledge, theory, and practice of the modern business world to enhance decision making and careers. This is done by developing the student's administrative competencies and skills necessary to effectively lead organizations in the 21st century. The MBA program provides students with advanced knowledge of the functional areas of business,

professional communication skills, data analysis and research skills, and the ability to apply these concepts to the business environment.

Program Goals

1. Evaluate an organization based on the functional areas of business and the business environment
2. Apply selected business research methods using data analysis to enhance business decisions
3. Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas effectively using APA format
4.Demonstrate advanced knowledge and skills based on the student's concentration to critically analyze and solve problems in real-world environments

Program Outline

To receive a Master of Business Administration degree, students must complete the core courses (30 credits) plus two approved elective courses (6 credits) from the advanced study areas, for a total of 36 graduate semester credit hours as described below. The length of this program is approximately 24 months. Students have the option to add 15 graduate credits to the 30 credit core in one of six areas of advanced study as described below. The length of this program, including an area of advanced study, is approximately 30 months. **NOTE**: Courses in the MBA program are each eight-weeks in length, and students are scheduled typically for one course at a time.

Masters of Business Administration Prerequisite Courses (6.0 credit hours)

MBA500	Advanced Essential Business Concepts	3.0 credit hours
MBA501	Advanced Quantitative Business Analysis	3.0 credit hours

Masters of Business Administration Core Courses (30.0 credit hours)

BUS510	Advanced Decision Making	3.0 credit hours
ACG5075	Accounting for Decision Making	
Or		
ACG5138	Advanced Financial Reporting and Accounting Concepts (For Accounting area students)	3.0 credit hours
FIN521	Financial Management	3.0 credit hours
MKT531	Marketing Management	3.0 credit hours
MAN542	Business Research Methods	3.0 credit hours
MAN551	International Business	3.0 credit hours
MAN571	Organizational Behavior	3.0 credit hours
MAN575	Operations Management	3.0 credit hours
ECO581	Managerial Economics	3.0 credit hours
MBA699	Capstone: Business Strategies	3.0 credit hours
Or		
ACG6367	Advanced Cost/Managerial Accounting (For Accounting area students)	3.0 credit hours

Accounting (15.0 credit hours)

ACG6635	Advanced Auditing Theory and Applications	3.0 credit hours
ACG6816	Professional Accounting Research	3.0 credit hours
ACG6842	Advanced Data Analytics for Accountants	3.0 credit hours
TAX6877	Special Topics in Taxation	3.0 credit hours
TAX6879	Special Topics in corporate and Estate Taxation	3.0 credit hours

Health Services Administration (15.0 credit hours)

HSM692	Strategic Management of Health Services Organizations	3.0 credit hours
HSM691	Quality Management in Health Care	3.0 credit hours
HSM693	Corporate Compliance in Health Care	3.0 credit hours
HSM694	Global Health	3.0 credit hours
HSM695	Healthcare Finance	3.0 credit hours
Global MBA (15.0 credit hours)		
BUS651	International Trade	3.0 credit hours
MKT635	International Marketing	3.0 credit hours
FIN653	International Financial Management	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
MAN676	Global Supply Chain Management	3.0 credit hours
Management (15.0 credit hours)		
MAN671	Leadership Development	3.0 credit hour
MAN672	Cross Cultural Management	3.0 credit hour
MAN673	Organizational Change	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
MAN675	Culture and Organizations	3.0 credit hours
Marketing (15.0 credit hours)		
MKT631	Marketing Research and Analytics	3.0 credit hours
MKT633	Promotional Strategy	3.0 credit hours
MKT634	Advanced Consumer Behavior	3.0 credit hours
MKT635	International Marketing	3.0 credit hours
MKT637	Digital Marketing	3.0 credit hours
Technology Management (15.0 credit hours)		
CGS601	Business Information Systems	3.0 credit hours
CGS602	Enterprise Information Systems and Networks	3.0 credit hours
CGS603	Information Systems Management	3.0 credit hours
CGS604	Strategic Management of Technology Innovation	3.0 credit hours
CGS605	Technology Forecasting and Analysis	3.0 credit hours

MASTER OF SCIENCE IN FINANCIAL TECHNOLOGY

Program Description

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

Program Mission

The mission of the Keiser University Financial Technology Master's degree program is to equip students with the skills and knowledge essential for success in the rapidly growing financial technology industry. Through a comprehensive curriculum, the program integrates finance, data analytics, and computational expertise to prepare graduates for innovative and impactful careers in financial technology.

Program Goals

1. Prepare students with workforce-ready knowledge, skills, and attitudes in the emerging FinTech industry.
2. Ensure students have the skills related to financial technologies and the ability to develop computation/analytical skills.
3. Apply ethical concepts of FinTech, and enhance professional communication skills needed to make informed decisions.

Pre-requisites for Major Courses

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

Program Outline

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

MFT501	Fundamentals of FinTech	3 Credit Hours
MFT502	Artificial Intelligence and Machine Learning for FinTech	3 Credit Hours
MFT503	Digital Payments and Marketplace Lending	3 Credit Hours
MFT504	Cryptocurrency and Blockchain	3 Credit Hours
MFT505	Law, Policy, and Regulation in FinTech	3 Credit Hours
MFT506	Data Visualization	3 Credit Hours
MFT507	Financial Services and Digital Transformation	3 Credit Hours
MFT508	Big Data and Analytics	3 Credit Hours
CGS604	Strategic Management of Technology Innovation	3 Credit Hours
CGS605	Technology Forecasting and Analysis	3 Credit Hours

MASTER OF SCIENCE IN MANAGEMENT

**Program offered in Spanish only*

Program Description

Keiser University's Master of Science in Management (MSMan) program is a 33 semester credit program that prepares students to compete in the current leadership and management environment. It is designed for students who want to develop the leadership skills to manage and

lead employees in organizations and for professionals who want to assume greater management responsibilities within their organizations. The program emphasizes leadership skills, strategic planning and implementation, the human resources aspect of management, managerial communication and how to develop other leaders within the organization.

Program Goals

Keiser University's Master of Science in Management (MS Man) program enables students to contribute to the management profession and fosters independent learning. Upon completion of this program, students are able to:

- Create and manage strategic plans, projects, and organizational requirements
- Evaluate and use proficiency in managing and enhancing people skills in organizations
- Analyze the alignment of organizational resources to lead effectively
- Evaluate situations and problems to engage in effective decision making to implement solutions
- Analyze and show management skills by leading, evaluating, and promoting personnel in a global environment
- Support professionalism as a manager within the organization with good communication and leadership skills.
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations

Program Outline

To receive a Master of Science in Management degree, students must earn 33 graduate semester credit hours. The length of this program is approximately 22 months. **NOTE**: Courses in the MS Man program are each eight-weeks in length, and students are normally scheduled for two courses concurrently.

Master of Science in Management Major Core Courses (33.0 credit hours)

BUS510	Advanced Decision-Making	3.0 credit hours
MAN571	Organizational Behavior (co-requisite course)	3.0 credit hours
MAN573	Project Management	3.0 credit hours
MAN574	Managerial Communications	3.0 credit hours
BUS583	Strategic Planning and Implementation	3.0 credit hours
MAN671	Leadership Development	3.0 credit hour
MAN672	Cross Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
MAN674	Global Human Resources Management	3.0 credit hours
MAN675	Culture & Organizations	3.0 credit hours
MAN690	Program Capstone Class	3.0 credit hours

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Program Description

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

Program Mission

The Master of Science in Organizational Leadership program at Keiser University creates effective leaders by challenging students to critically analyze and solve problems using independent learning. The program equips graduates with the skills of conducting advanced research, solving, and mediating conflicts, managing organizational behavior, building successful teams, motivating employees, and communicating effectively. Graduates will be able to assess the business environment and understand the ethical and legal responsibilities associated with leadership roles and developing alternatives to solve business-related problems.

Program Goals

1. Provide students with advanced leadership and research skills which will enable them to contribute to the business profession.
2. Provide students with the skills to resolve conflicts, manage organizational behavior, lead successful teams, motivate employees, influence policy, execute organizational change, and understand the ethical and legal aspects of organizational leadership.
3. Provide students with professional communication skills.

Program Outline

To receive a Master of Science in Organizational Leadership degree, students must earn 36 graduate semester credit hours. The length of this program is approximately 24 months. NOTE: Courses in the MSOL program are each eight-weeks in length, and students are normally scheduled for one course at a time.

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

LDR501	Foundations of Leadership	3.0 credit hours
MAN571	Organizational Behavior	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
LDR504	Theory and Development of Motivation	3.0 credit hours
LDR505	Leading through Change and Beyond	3.0 credit hours
LDR506	Conflict Management and Negotiation	3.0 credit hour
LDR507	Team Development and Leadership	3.0 credit hours
LDR508	Leadership and Ethics	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
MAN542	Business Research Methods	3.0 credit hours
MAN511	Strategic Management	3.0 credit hours
FIN512	Accounting Finance and Economic Practices for Leaders	3.0 credit hours

MASTER OF SCIENCE IN SPORT MANAGEMENT AND OPERATIONS

Program Description

Keiser University's Master of Science in Sport Management and Operations (MSSMO) is designed to provide students with the knowledge and skills needed for a professional career in the sport industry. The program prepares students for a variety of positions in the business of sports. The program imbues students with critical thinking skills, business acumen, and communication abilities to lead a multitude of sports endeavors – from little league to scholastic sports to higher education sports to professional sports. Ethical foundations and professional standards are established and reinforced. The MSSMO program encourages creativity and independent learning, while fostering a climate of classroom collaboration.

Program Mission

Keiser University's Master of Science in Sport Management & Operations is designed to provide students with the knowledge and skills needed for a professional career in the sport industry.

Program Goals

1. Foster innovative leaders for strategic impact in the sports industry.
2. Advance critical thinkers to solve complex industry challenges.
3. Transform learners into expert communicators who lead teams and navigate diverse sports environments.
4. Prepare sports professionals with expertise in revenue strategies and sustainable business models.

Pre-requisites for Major Courses

Students are required to take SMO600 Internship before taking SMO610 Sport Management and Operations Capstone.

Program Outline

To receive a Master of Science degree in Sport Management and Operations, students must earn 36 graduate semester credit hours as described below. The length of this program is approximately 24 months for a full-time student.

Master of Science in Sport Management and Operations Major Courses (36.0 credit hours)

SMO500	Sport Business Management	3.0 credit hours
SMO510	Venue and Event Operations	3.0 credit hours
SMO520	Governance and Policy in Sport Organizations	3.0 credit hours
SMO530	Sport Marketing and Revenue Generation	3.0 credit hours
SMO540	Sport Communications and Public Relations	3.0 credit hours
SMO550	Sponsorship and Fund Raising	3.0 credit hours
SMO560	Sport Finance and Economics	3.0 credit hours
SMO570	Legal Aspects of Sport and Risk Management	3.0 credit hours
SMO580	Sport Leadership and Ethics	3.0 credit hours
SMO590	Technology and Social Media in Sport	3.0 credit hours
SMO600	Internship	3.0 credit hours
SMO610	Sport Management and Operations Capstone*	3.0 credit hours

**SMO610 taken in last term, pre-req SMO600*

GRADUATE BUSINESS CERTIFICATES IN HEALTH SERVICES MANAGEMENT, MANAGEMENT AND LEADERSHIP, AND MARKETING

Program Description

Keiser University's Graduate Business Certificate programs educate students in the theories and practices of the business world. The certificate programs are geared toward students who want to learn the foundational skills in a particular field or those who want to build upon their existing senior-level experience to advance their career in one of the subject areas. The courses in each of the areas can be applied toward an MBA degree for candidates who meet admissions criteria. Certificate students specialize in one of the following areas: Health Services Management, Management and Leadership, or Marketing.

(Note: The Marketing certificate program is offered only at the San Marcos, Nicaragua site and in Spanish).

Program Mission

The Graduate Business Certificate in Management and Leadership at Keiser University aims to equip professionals with the leadership skills necessary to advance their careers to the next level in dynamic business organizations. Through coursework centered on the functional areas of business and the business environment, students will enhance their ability to critically analyze problems, manage change with integrity and empathy, and communicate data-driven solutions.

Program Goal

1. Equip students with foundational leadership and business management skills to effectively navigate complex organizational environments, make strategic decisions, and pursue advanced management opportunities.

Pre-requisites for Core Courses

- A baccalaureate degree from an accredited institution
- Professional resume
- Interview with MBA concentration chair
- A one-page personal statement describing the applicant's expectations of the certificate program

NOTE: Courses in the Graduate Business Certificate program are eight-weeks in length and students are scheduled for one or two courses concurrently. Courses in the Graduate Business Certificate in Marketing program are four-weeks in length.

Program Outline

To receive a Graduate Business Certificate in Health Services Management or Management and Leadership, students must earn 18 graduate semester credit hours in an approved certificate program area as described below. All 18 credit hours must be completed through Keiser University. The length of this program is approximately 12 months. To receive a Graduate Business Certificate in Marketing, students must earn 9 graduate semester credit hours as described below. All 9 credit hours must be completed through Keiser University. The length of this program is approximately 3 months, consisting of three 1-month graduate courses.

Health Services Management Graduate Certificate (18 credit Hours)

MAN571	Organizational Behavior (co-requisite)	3.0 credit hours
MKT531	Marketing Management	3.0 credit hours
MAN674	Global Human Resource Management	3.0 credit hours
HSM691	Quality Management in Health Care	3.0 credit hours

HSM692	Strategic Management of Health Services Organizations	3.0 credit hours
HSM 693	Corporate Compliance in Health Care	3.0 credit hours

Management Leadership Graduate Certificate (18 Credit Hours)

MAN571	Organizational Behavior (co-requisite)	3.0 credit hours
MAN551	International Business	3.0 credit hours
MAN574	Managerial Communication	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
MAN672	Cross Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours

Marketing Graduate Certificate (9 Credit Hours) *Only offered at the San Marcos, Nicaragua site*

MKT631	Marketing Research and Analytics	3.0 credit hours
MKT633	Promotional Strategy	3.0 credit hours
MKT637	Digital Marketing	3.0 credit hours

Marketing Graduate Certificate (Spanish) (9 Credit Hours) *Only offered at the San Marcos, Nicaragua site*

MKT631S	Marketing Research and Analytics	3.0 credit hours
MKT633S	Promotional Strategy	3.0 credit hours
MKT637S	Digital Marketing	3.0 credit hours

For information on graduation rates, student debt levels, and other disclosures, visit www.Keiseruniversity.edu/Consumerinfo

CHIROPRACTIC MEDICINE

DOCTOR OF CHIROPRACTIC

Program Description

The Doctor of Chiropractic program at Keiser University is a rigorous professional program consisting of ten semesters of study which are completed over 40 months. It combines traditional lectures with small group learning, weekly conferences and seminars, laboratory and experiential sessions, and clinical training opportunities at a number of sites. All coursework includes case-based relevancy for chiropractic practice as a portal-of-entry profession dedicated to excellence in spine care.

Throughout the ten semesters of study, several cross-cutting themes are embedded within the courses, enabling students to integrate their studies around a clinically relevant framework. These themes all focus on the role of chiropractic as a conservative clinical approach to health care, and include chiropractic sports medicine, chiropractic geriatrics, and chiropractic general practice, as well as wellness and health maintenance; ethics, professionalism and life-long learning; and the role of the chiropractor as a team member in mainstream healthcare and public health.

The Doctor of Chiropractic Program emphasizes the promotion of evidence-based health care, inter-professional collaboration and practice, and the highest standards of professional ethics. The Doctor of Chiropractic degree program at the Keiser University College of Chiropractic Medicine is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480)443-8877, Website: www.cce-usa.org.

Program Mission

The mission of the Doctor of Chiropractic Program (DCP) at Keiser University is to graduate doctors of Chiropractic Medicine focused on whole person health to serve the needs of diverse communities. Committed to a "students first" philosophy, the Doctor of Chiropractic program provides leadership through excellence and innovation in education, research, and evidence informed patient care.

Program Goals

1. To create chiropractic physicians that employ foundational knowledge and skill in evidence-based patient centered care decision making.
2. To create chiropractic physicians that employ critical analysis and reasoning in the application of evidenced-based patient centered healthcare.
3. To create chiropractic physicians that employ the standards of professional ethics and jurisprudence in evidenced-based patient centered care.
4. To create chiropractic physicians that employ written and verbal communication skills to effectively deliver evidence-based patient centered healthcare.
5. To create chiropractic physicians that determine the needs and preferences of patients as individuals.

Program Outline

To receive a Doctor of Chiropractic degree from Keiser University, students must complete the prescribed course of study within a maximum of 6 years. The program consists of 10 semesters of continuous study over 40 months, totaling 199 credit hours. Over 25% of this consists of clinical experience in a variety of settings. Throughout the program, crosscutting themes are embedded in the coursework, covering major areas of relevance to chiropractic practice, such as chiropractic sports medicine and chiropractic geriatrics.

Doctor of Chiropractic Core Courses (199 credit hours)

DCP700	Gross Anatomy 1 - Appendicular Skeleton	3.0 credit hours
DCP701	Spinal Anatomy	4.0 credit hours
DCP702	Patient Care 1 – Introduction & Vital Signs	2.0 credit hours
DCP703	Thoracic Spine Technique	4.0 credit hours
DCP704	Patient Care 2 – Communication	2.0 credit hours
DCP705	Lumbar Spine & Pelvic Technique	4.0 credit hours
DCP706	Patient Care 3 – Introduction to Orthopedic & Neurological Examination	2.0 credit hours
DCP707	Palpation & Psychomotor Skills	4.0 credit hours
DCP708	Cervical Spine Technique	4.0 credit hours
DCP709	Pathology 2	4.0 credit hours
DCP710	Biochemistry 1	5.0 credit hours
DCP713	Physiology 1	3.0 credit hours
DCP715	Physiology 2	3.0 credit hours
DCP716	Patient Care 4 –Physical Exam & Clinical Reasoning	3.0 credit hours
DCP718	Patient Care 5 – Introduction to Systems Disorders & Lab Diagnosis	4.0 credit hours
DCP719	Clinical Methods 1 – Musculoskeletal Exam of Spine & Extremities	5.0 credit hours
DCP720	Chiropractic Office Procedures & Marketing Essentials	3.0 credit hours
DCP722	Histology	2.0 credit hours
DCP723	Gross Anatomy 2	5.0 credit hours

DCP724	Gross Anatomy 3	5.0 credit hours
DCP725	Embryology & Genetics	1.0 credit hours
DCP726	Extremity Technique	3.0 credit hours
DCP727	Clinical Case Conference	1.0 credit hours
DCP728	Patient Care 6 – Systems Disorders 1	4.0 credit hours
DCP729	Clinical Methods 2 – Advanced Orthopedic & Neurological Clinical Reasoning	4.0 credit hours
DCP730	Chiropractic Jurisprudence – Billing & Coding	2.0 credit hours
DCP731	Neuroscience	6.0 credit hours
DCP732	Pathology 1	3.0 credit hours
DCP733	Clinical Case Correlation	2.0 credit hours
DCP734	Patient Care 7 – Systems Disorders 2	4.0 credit hours
DCP735	Clinical Methods 3 – Viscera, EENT Exam	4.0 credit hours
DCP736	Patient Care 8 – Systems Disorders 3	2.0 credit hours
DCP737	Myofascial Technique	2.0 credit hours
DCP739	Clinical Methods 4 – Special Populations	2.0 credit hours
DCP740	Clinical Development	5.0 credit hours
DCP742	Clinical Biomechanics	3.0 credit hours
DCP744	Biochemistry 2	4.0 credit hours
DCP751	Diagnostic Imaging: Normal Radiographic Anatomy, Anomalies & Trauma	3.0 credit hours
DCP752	Diagnostic Imaging: Tumors, Infection, HMEN & Dysplasia	3.0 credit hours
DCP753	Diagnostic Imaging: Arthritic Disorders, Visceral & Advanced Imaging	3.0 credit hours
DCP762	Introduction to Chiropractic	1.0 credit hours
DCP767	Neurological & Spinal Pain Models	2.0 credit hours
DCP783	Principles of Radiation Physics	2.0 credit hours
DCP832	Clinical Microbiology & Immunology	4.0 credit hours
DCP865	Physiological Therapeutics	3.0 credit hours
DCP866	Advanced Skills & Technique	4.0 credit hours
DCP867	Active Rehabilitation	3.0 credit hours
DCP869	Clinical Nutrition	4.0 credit hours
DCP938	Radiographic Positioning	1.0 credit hours
DCP940	Precision Nutritional Therapy & Wellness	2.0 credit hours
DCP943	Emergency Care	1.0 credit hours
DCP945	Pharmacology	1.0 credit hours
DCP948	Public Health	2.0 credit hours
DCP974	Research & Epidemiology	2.0 credit hours
DCP975	Clinic 1	6.0 credit hours
DCP976	Grand Rounds	1.0 credit hours
DCP980	Clinic 2	13.0 credit hours
DCP990	Clinic 3	15.0 credit hours

EDUCATION

DOCTOR OF PHILOSOPHY DEGREES

DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

DOCTOR OF PHILOSOPHY IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

Program Description

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

Program Mission

The mission of the PhD in Curriculum and Instructional Leadership (CIL) program is to prepare innovative and ethical scholars and practitioners who advance the field of curriculum and instruction through innovative research, critical analysis, and practical application. In this program, students develop skills to design inclusive and effective learning environments by integrating evidence-based practices that meet the individual needs of learners. The program emphasizes reflective analysis, ethical decision-making, and scholarly communication, equipping professionals to design transformative curricula, assess student learning, and lead educational innovation.

Program Goals

1. Students will integrate best practices and theory to design effective instructional environments that meet the needs of individual learners.
2. Students will develop skills to meaningfully communicate and lead in a variety of organizational learning environments.
3. Students will design and apply effective assessment methods to analyze instruction and curriculum initiatives.
4. Students will contribute as scholar-researchers in the field of curriculum and instruction to advance the body of knowledge.

Pre-requisites for Major Courses

- Master degree from an accredited institution.

NOTE: Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation course per semester.

Program Outline

To receive a Doctor of Philosophy in Curriculum and Instruction degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

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

Foundation Courses (15.0 credit hours)

EDU710	Ethical and Legal Issues in Education/ Leadership	3.0 credit hours
EDU712	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours

Curriculum and Instruction Core Courses (18.0 credit hours)

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

Research Courses (15.0 credit hours)

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

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

Dissertation Courses (12.0 credit hours)

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

EDR900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies, one in the first year of the program; the second prior to taking RSM820.

DOPR	Doctor of Philosophy Residency One
DOPR2	Doctor of Philosophy Residency Two

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

EDUCATIONAL LEADERSHIP

Program Description

Keiser University's Doctor of Philosophy in Educational Leadership degree prepares reflective scholars and capable professionals who apply theory, method, and research to dynamically improve schools under their leadership and, ultimately, the communities they serve. The program fosters lifelong learning and values leadership, ethical and informed decision-making, assessment, program evaluation, effective communication, and technology.

Program Mission

The mission of the PhD in Educational Leadership (EDL) program is to prepare ethical and visionary leaders who foster safe, inclusive, and effective learning environments. By integrating leadership theory, best practices, and critical thinking, students develop skills to excel in school leadership and management, advance the field through scholarly research, and address complex educational and learning challenges with integrity and innovation. The program equips leaders with communication, organizational, and decision-making skills necessary to create equitable educational systems that empower learners and communities.

Program Goals

1. Students will integrate leadership theory, ethical decision-making, and critical thinking to build safe and effective learning environments.

2. Students will develop skills to meaningfully communicate and lead in a variety of educational learning environments

3. Students will implement and evaluate best practices for sound educational leadership in school and instructional management.

4. Students will contribute as scholar-researchers in the field of educational leadership to advance the body of knowledge.

Pre-requisites for Major Courses

- Master degree from an accredited institution.

NOTE: Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation course per semester.

Program Outline

To receive a Doctor of Philosophy in Educational Leadership degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

Doctor of Philosophy in Educational Leadership (60.0 credit hours)

Foundation Courses (15.0 credit hours)		
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
EDU712	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
Leadership Core Courses (12.0 credit hours)		
EDL750	Leadership: Theory and Management	3.0 credit hours
EDL751	Analysis of Data and Needs Assessment	3.0 credit hours
EDL752	Innovation in Teaching and Supervision	3.0 credit hours

EDL753	Leadership: Human Resources and Professional Development	3.0 credit hours

Elective Courses (6.0 credits required)

IDT722	Management of Distance Education	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
EDU741	Differentiated Instruction	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours

Research Courses (15.0 credit hours)

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

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

Dissertation Courses (12.0 credit hours)

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

EDR900	Dissertation	2.0 credit hours

INSTRUCTIONAL DESIGN AND TECHNOLOGY

Program Description

The Doctor of Philosophy degree in Instructional Design and Technology prepares reflective scholars and capable professionals who apply instructional systems design, theory, tools, and technologies to achieve desired educational and training outcomes in various settings. The program fosters lifelong learning and values leadership, ethical and informed decision-making, assessment, program evaluation, effective communication, and technology.

Program Mission

The mission of the PhD in Instructional Design and Technology (IDT) program is to cultivate expert scholars and practitioners who advance the field of instructional design through innovative research, critical analysis, and practical application. In this program, students develop and evaluate cutting-edge instructional systems, leverage emerging technologies for problem solving, and apply data-driven strategies to create effective, inclusive, and engaging learning experiences across diverse modalities, platforms, and institutions. The program emphasizes reflective practice, ethical decision-making, and scholarly communication, equipping leaders to drive meaningful change in education, business, and organizational learning environments.

Program Goals

1. Students will use design theory and ethical leadership to make instructional decisions for meaningful change.
2. Students will develop skills to meaningfully communicate and lead in a variety of organizational learning environments.
3. Students will integrate technology and evaluate implications using data for best instructional practices.
4. Students will contribute as scholar-researchers in the field of instructional design to advance the body of knowledge.

Pre-requisites for Major Courses

- Master degree from an accredited institution.

NOTE: Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

Program Outline

To receive a Doctor of Philosophy in Instructional Design and Technology degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

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

Foundation Courses (15.0 credit hours)

EDU710	Ethical and Legal Issues in Education/ Leadership	3.0 credit hours
EDU712	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

Instructional Design Technology Core Courses (12.0 credit hours)

IDT723	Instructional Design Theory	3.0 credit hours
IDT724	Analysis and Design of Technology- Based Learning Models	3.0 credit hours
IDT725	Instructional Multimedia	3.0 credit hours
IDT726	Current Issues in Instructional Technology	3.0 credit hours

Elective Courses (6.0 credits required)

IDT722	Management of Distance Education	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU741	Differentiated Instruction	3.0 credit hours
EDU742	Classroom Management	3.0 credit hours

Research Courses (15.0 credit hours)

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

(Pre-requisites: RSM700, RSM800, RSM810, and RSM811)

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

Dissertation Courses (12.0 credit hours)

Students must be admitted to candidacy before enrolling in dissertation courses.

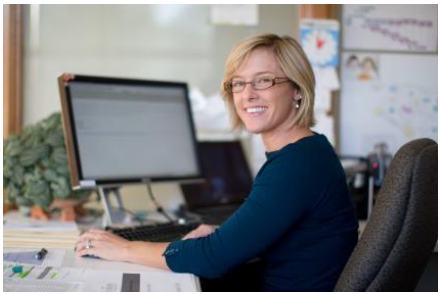
EDR 900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies, one in the first year of the program, the second prior to taking RSM820.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

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



DOCTOR OF EDUCATION DEGREES
EDUCATIONAL LEADERSHIP

Program Description

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

Program Mission

The mission of the EdD in Educational Leadership program is to prepare transformative leaders who possess knowledge, skills, and critical thinking abilities to address complex challenges of modern education. Grounded in ethical decision-making and leadership theory, students will learn skills to lead safe, inclusive, and effective learning environments that foster success for all stakeholders. Through reflective practice, innovative problem-solving, and the analysis of emerging technologies, students design plans to drive institutional improvement and educational reform through management of resources, evaluation of programs, and practicing effective communication towards meaningful and lasting change in educational organizations.

Program Goals

1. Students will demonstrate leadership, ethical decision-making, and critical thinking to lead safe, effective, diverse learning environments.
2. Students will apply knowledge and skills to effectively manage and lead educational institutions.
3. Students will synthesize theory, research, and innovation to lead the development and implementation of plans to improve learning outcomes and facilitate institutional change.
4. Students will develop and execute applied research that integrates critical thinking and effective organization of written and spoken communication.

Pre-requisites for Major Courses

Master's degree from an accredited institution

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

Program Outline

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

Doctor of Educational Leadership (44 credit hours)

Foundation Courses (12.0 credit hours)

EDU712	Diversity, Ethical Decision-Making, and Community Relations	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

Leadership Core Courses (12.0 credit hours)

EDL750	Leadership: Theory and Management	3.0 credit hours
EDL751	Analysis of Data and Needs Assessment	3.0 credit hours
EDL752	Innovation in Teaching and Supervision	3.0 credit hours
CIL746	Curriculum and Instruction for Professional Development	3.0 credit hours

Elective Courses (6.0 credits required)

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

Research Courses (6.0 credit hours)

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

ADP Courses (8.0 credit hours)

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

ADP901	Applied Doctoral Project	2.0 credit hours

Residency Requirement

Doctoral students must complete one residency prior to the ADP courses

DOPR1 Doctor of Philosophy Residency One

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

NOTE: RSM715 is scheduled as the last course and is not scheduled with any other course.

CURRICULUM LEADERSHIP

Program Description

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

Program Mission

The mission of the EdD in Curriculum Leadership program is to prepare visionary leaders who possess knowledge, skills, and critical thinking abilities to design, implement, and evaluate effective curriculum and instructional practices that meet the diverse needs of learners in evolving educational environments. Grounded in ethical decision-making and best practices in curriculum and instruction management, students apply theory, research, and innovation to lead curriculum development and instructional change. Through reflective leadership and communication, data-based improvement and assessment initiatives, the integration of emerging technologies, students design plans to create and lead equitable, inclusive, and impactful learning experiences that transform educational institutions and improve student outcomes.

Program Goals

1. Students will demonstrate leadership, ethical decision-making, and critical thinking to design safe, effective, and diverse learning environments.
2. Students will integrate theory, research, and evaluation methods to design and deliver effective instruction and assessment across diverse learning modalities and platforms to ensure the achievement of learning outcomes.
3. Students synthesize theory, research, and innovation to design, implement, and lead transformative curriculum and instructional advancements.
4. Students will develop and execute applied research that integrates critical thinking and effective organization of written and spoken communication.

Pre-requisites for Major Courses

Master's degree from an accredited institution

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

Program Outline

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

Doctor of Curriculum Leadership (44 credit hours)

Foundation Courses (12.0 credit hours)

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

Curriculum Leadership Core Courses (12.0 credit hours)

CIL743	Curriculum: Advanced Theory and Research	3.0 credit hours
CIL744	Instruction: Advanced Theory and Research	3.0 credit hours
CIL745	Assessment for Student Learning	3.0 credit hours
CIL746	Curriculum and Instruction for Professional Development	3.0 credit hours

Elective Courses (6.0 credits required)

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

Research Courses (6.0 credit hours)

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

ADP Courses (8.0 credit hours)

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

ADP901	Applied Doctoral Project	2.0 credit hours

Residency Requirement

Doctoral students must complete one residency prior to the ADP courses

DOPR1	Doctor of Philosophy Residency One	

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

NOTE: RSM715 is scheduled as the last course and is not scheduled with any other course.

EDUCATION SPECIALIST DEGREES

EDUCATIONAL LEADERSHIP

Program Description

Keiser University's Education Specialist degree in Educational Leadership prepares reflective scholars and capable professionals who apply theory and method to dynamically improve schools under their leadership and, ultimately, the communities they serve. The program fosters lifelong learning and values leadership, ethical and informed decision-making, program evaluation, effective communication, and technology.

Program Goals

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

Pre-requisites for Major Courses

- Master degree from an accredited institution

NOTE: Courses in the Education Specialist program are eight-weeks in length and students are scheduled for one or two courses concurrently.

Program Outline

To receive an Education Specialist degree, students must earn 30 graduate semester credit hours as described below. Students must pass a Comprehensive Examination at the completion of coursework. The length of this program is approximately 20 months.

Educational Specialist in Educational Leadership Major Core Courses (30.0 credit hours)

Foundation Courses (15.0 Credit Hours)

EDU712	Diversity, Ethical Decision-Making, and Community Relations (program pre-requisite)	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
IDT721	Leading Technologies Innovation	3.0 credit hours
EDU730	Funding of Educational Institutions	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

Leadership Core (12.0 Credit Hours)

EDL750	Leadership: Theory and Management	3.0 credit hours
EDL751	Analysis of Data and Needs Assessment	3.0 credit hours
EDL752	Innovation in Teaching and Supervision	3.0 credit hours
EDL753	Leadership: Human Resources and Professional Development	3.0 credit hours

Leadership Elective (3.0 Credit Hours)
Elective Choices: EDU741, EDU742, IDT722, IDT720
Comprehensive Examination
Passing Score
**See Teaching Education information for Alabama applicants/students at end of section.*

INSTRUCTIONAL DESIGN AND TECHNOLOGY

Program Description

Keiser University's Education Specialist degree in Instructional Design and Technology prepares reflective scholars and capable professionals who apply instructional systems design, theory, tools, and technologies to achieve desired educational and training outcomes in various settings. The program fosters lifelong learning and values leadership, ethical and informed decision-making, assessment, program evaluation, effective communication, and technology.

Program Mission Statement

The mission of the Keiser University Instructional Design and Technology Program is to create stimulating learning environments so that current and future instructional design professionals gain knowledge and skills to be successful in the field.

Program Goals

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

Pre-requisites for Major Courses

- Master degree from an accredited institution.

NOTE: Courses in the Education Specialist program are eight-weeks in length and students are scheduled for one or two courses concurrently.

Program Outline

To receive an Education Specialist degree, students must earn 30 graduate semester credit hours as described below. Students must pass a Comprehensive Examination at the completion of coursework. The length of this program is approximately 20 months.

Educational Specialist in Instructional Design and Technology Major Core Courses (30.0 credit hours)

Foundation Courses (15.0 credit hours)

EDU712	Diversity, Ethical Decision-Making, and Community Relations	3.0 credit hours
EDU710	Ethical and Legal Issues in Education/Leadership	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours
IDT720	Designing Training and Performance Solutions	3.0 credit hours
IDT721	Leading Technology Innovation	3.0 credit hours

Instructional Design and Technology Core Courses (12.0 credit hours)

IDT723	Instructional Design Theory	3.0 credit hours
IDT724	Analysis and Design of Technology- Based Learning Models	3.0 credit hours
IDT725	Instructional Multimedia	3.0 credit hours
IDT726	Current Issues in Instructional Technology	3.0 credit hours

Leadership Elective (3.0 Credit Hours)

Elective Choices: EDU741, EDU742, IDT722, EDU730

Comprehensive Examination

Passing Score

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

MASTER OF SCIENCE DEGREES

EDUCATION, LEADERSHIP

Program Mission

The mission of the Masters of Science in Education (MSE) program is to prepare visionary classroom and school leaders who utilize critical thinking to demonstrate a comprehensive understanding of theory, ethics, best practices, and data-driven decision-making to enhance educational programs. The Educational Leadership concentration focuses on organizational effectiveness by integrating current research to design innovative, inclusive, and data-informed educational solutions. The Teaching and Learning concentration integrates technology and research to enhance teaching and learning outcomes by demonstrating educational policy and social principles to create equitable learning environments.

Program Description

Keiser University's Master of Science in Education, Leadership (MSEd L) provides experienced educators the preparation to become educational institution leaders and administrators. The program fosters independent learning and prepares students to contribute through leadership

and scholarship to the education profession. Students complete a foundation of courses in such areas as curriculum design, ethics, decision-making, and instructional technology before focusing on all aspects involving administrative roles. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and solve education-related issues and problems based on applied research methods.

Program Goals

1. Students will exhibit competency in professional practice, including effective verbal and written communication, as well as ethical and data driven decision-making.
2. Students will demonstrate comprehensive knowledge of educational theory, best practices, and leadership methods in their respective concentration.
3. Students will utilize and apply innovative best practices, current research, and critical thinking to enhance outcomes in their respective concentration.

Program Outline

To receive a Master of Science in Education, Leadership degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

Master of Science in Education, Leadership Major Core Courses (36.0 credit hours)

EDU 510	Affirming Diversity	3.0 credit hours
EDU512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU 513	Introduction to Curriculum and Instructional Design	3.0 credit hours
EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU515	Law in Ethics	3.0 credit hours
EDU540	Current Trends and Issues in Education	3.0 credit hours
EDU550	Education System Organization and Leadership	3.0 credit hours
EDU552	Personnel Selection and Development	3.0 credit hours
EDU553	Education Budgeting and Finance	3.0 credit hours
EDU555	Internship in Educational Leadership	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

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

EDUCATION, TEACHING AND LEARNING

Program Description

Keiser University's Master of Science in Education, Teaching and Learning (MSEd TL) provides teachers the opportunity to improve their skills and instructional leadership for contributing to quality educational services in public and private educational institutions. The program fosters independent learning and prepares students to contribute through leadership and scholarship to the education profession. Students complete a foundation of courses in such areas as curriculum design, ethics, decision-making, and instructional technology before focusing on

classroom management, the psychology of learning, instructional best practices, and leadership for teachers. Graduates are able to demonstrate knowledge and application of theory and to critically analyze and solve problems based on applied research methods.

Program Mission

The mission of the Masters of Science in Education (MSE) program is to prepare visionary classroom and school leaders who utilize critical thinking to demonstrate a comprehensive understanding of theory, ethics, best practices, and data-driven decision-making to enhance educational programs. The Educational Leadership concentration focuses on organizational effectiveness by integrating current research to design innovative, inclusive, and data-informed educational solutions. The Teaching and Learning concentration integrates technology and research to enhance teaching and learning outcomes by demonstrating educational policy and social principles to create equitable learning environments.

Program Goals

1. Students will exhibit competency in professional practice, including effective verbal and written communication, as well as ethical and data driven decision-making.
2. Students will demonstrate comprehensive knowledge of educational theory, best practices, and leadership methods in their respective concentration.
3. Students will utilize and apply innovative best practices, current research, and critical thinking to enhance outcomes in their respective concentration.

Program Outline

To receive a Master of Science in Education, Teaching and Learning degree, students must earn 36 graduate semester credit hours as described below. In the final semester of their program, students complete an action research project related to their area of interest. No electives are offered in this program. The length of this program is approximately 24 months.

Master of Science in Education, Teaching and Learning Major Core Courses (36.0 credit hours)

EDU510	Affirming Diversity	3.0 credit
hours EDU512	Education Governance, Motivation and Ethical Decision Making	3.0 credit hours
EDU513	Introduction to Curriculum and Instructional Design	3.0 credit hours
EDU514	Advanced Educational Assessment and Evaluation	3.0 credit hours
EDU 515	Law in Ethics	3.0 credit hours
EDU520	Psychological Basis of Education	3.0 credit
hours EDU521	Learning Theories Applied to Classroom Instruction and Management	3.0 credit
hours EDU522	Continuous Improvement and Planning	3.0 credit
hours EDU523 hours	Teacher in American Society	3.0 credit
EDU524	Problem Solving and Critical Thinking	3.0 credit hours
RSM551	Action Research I (Prerequisite for RSM611)	3.0 credit hours
RSM611	Action Research II (Capstone)	3.0 credit hours

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

MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING

Program Description

Keiser University's Master of Science in Golf Teaching and Learning offers an intensive program that provides golf instructors, and those aspiring to become golf instructors, with theoretical and practical knowledge in teaching and learning concepts such as the science of the golf swing, the science of learning, motor skill acquisition, facilitating the adult golfer, teaching the youth golfer, and the business of teaching. The curriculum prepares students for careers in the golf instruction industry.

Program Mission

Keiser University's Master of Science in Golf Teaching and Learning offers an intensive program that provides golf instructors, and those aspiring to become golf instructors, with theoretical and practical knowledge in teaching and learning concepts such as the science of the golf swing, the science of learning, motor skill acquisition, facilitating the adult golfer, teaching the youth golfer, and the business of teaching. The curriculum prepares students for careers in the golf instruction industry.

Program Goals

1. Provide students with a framework from which they can further develop their teaching strategies, philosophies, and practices
2. Expose students to the learning principles and mental competencies required of golf instructors
3. Analyze and make decisions regarding the creation of golf programs and the management of these programs
4. Provide students the opportunity to demonstrate effective teaching techniques
5. Provide students with a theoretical understanding of how learning and motor skill development occur

Pre-requisites for Major Courses

None

Program Outline

To receive a Master of Science in Golf Teaching and Learning degree, students must earn graduate semester credit hours as described below. The length of this program is approximately 24 months.

Master of Science in Golf Teaching and Learning Major Courses (36.0 credit hours)

SPM500	The Science of the Golf Swing	3.0 credit hours
SPM510	The Science of Learning	3.0 credit hours
SPM520	Motor Skill Acquisition	3.0 credit hours
SPM530	Impact-based Golf Instruction	3.0 credit hours
SPM540	Facilitating the Adult Golfer	3.0 credit hours
SPM550	Teaching the Youth Golfer	3.0 credit hours
SPM560	Golf Fitness and Nutrition	3.0 credit hours
SPM570	The Mental Aspect of Teaching: Problem Solving and Critical Thinking in Golf	3.0 credit hours
SPM580	History of the Golf Profession	3.0 credit hours
SPM590	The Business of Teaching Golf	3.0 credit hours
RSM551	Action Research I	3.0 credit hours
RSM611	Action Research II	3.0 credit hours

HEALTH SCIENCES

DOCTOR OF HEALTH SCIENCE

Program Description

The Doctor of Health Science degree provides healthcare professionals with the theory and skills to advance a career in health related administration, teaching, or clinical practice where advanced analytical and conceptual capabilities are required. This advanced degree will prepare graduates to better understand and effectively manage the ongoing challenges of access, cost, and quality in healthcare; and to skillfully analyze, plan, implement, and evaluate proposed solutions to these challenges. The focus is on critical analysis and evaluation of complex issues and challenges arising in professional practice. This program is intended to provide present healthcare professionals with the knowledge and skills to excel in project management, decision-making, managing organizational behavior, setting standards based on the evidence, and gaining the competence to apply research to their professional practice.

Program Mission

The Doctor of Health Science program at Keiser University prepares health care professionals to successfully manage the health and well-being of diverse populations and navigate the complex health care challenges faced by the communities they serve. Committed to a "students first" philosophy and a culture of lifelong learning, the Doctor of Health Science program equips graduates with advanced knowledge, critical thinking skills, and research expertise to become transformative leaders in a variety of health care settings.

Program Goals

Goal #1 Prepare students with the knowledge and expertise to critically evaluate complex health care issues and propose viable solutions.
Goal #2 Equip students with effective leadership skills to drive change and enhance health care among diverse populations.

Pre-Requisites for Major Courses

- Master's degree from an accredited institution

Program Outline

To receive a Doctor of Health Science degree, students must earn 51 graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case-by-case basis. The length of this program is approximately 38 months.

Core Courses (30 credit hours)

DBA700	Foundations in Research Writing	3.0 credit hours
DBA710	Management & Leadership Approaches	3.0 credit hours
HSC711	Delivery of Health Care to Diverse and	

	Vulnerable Populations	3.0 credit hours
HSC721	Cultural and Ethical Influences on Global Health	3.0 credit hours
HSC722	Global Health Policy	3.0 credit hours
HSC731	Health Policy and Health Economics	3.0 credit hours
HSC751	Health Care Finance	3.0 credit hours
HSC761	Health Informatics	3.0 credit hours
HSC871	Global Health Systems	3.0 credit hours
HSC771	Community Health Promotion and Disease Prevention	3.0 credit hours

Research Courses (9 credit hours)

DBR800	Methods & Analysis of Quantitative Research	3.0 credit hours
DBR810	Survey Research Methods	3.0 credit hours
DBR811	Mixed Methods	3.0 credit hours

Dissertation Courses (12 credit hours)

DIS901	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete one residency, typically in the first year or before attempting the comprehensive examination and beginning the dissertation.

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

Program Description

The Doctor of Nurse Anesthesia Practice program graduate will possess advanced competencies for nurse anesthesia practice, faculty, and leadership roles in nurse anesthesia. The program curriculum consists of didactic and the clinical components. The program integrates research, pathophysiology, pharmacology, health assessment, general principles of anesthesia, and anesthesia for surgical procedures for application in the clinical setting. During the program of study, students will have the opportunity to apply evidence-based practices through the development of anesthesia care plans and hands-on experience in the operating room. Additionally, students will complete a capstone project that culminates with the completion of a scholarly work that demonstrates the ability to translate findings into practice, research, education, and/or administration applicable to nurse anesthesia practice.

The curriculum focuses on preparing registered nurses with a bachelor's degree to become Certified Registered Nurse Anesthetists (CRNA). Upon completion of the DNAP: Entry into Practice program, graduates who fulfill all program requirements will be eligible to sit for the National Certification Exam through the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) and upon passing the exam, will become a CRNA.

The Doctor of Nurse Anesthesia Practice: Entry into Practice program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and consists a 90 credit, 36-month program.

Program Mission

The Doctor of Nurse Anesthesia Practice Program incorporates a practitioner-scholar model to prepare students as expert clinicians in the full scope of nurse anesthesia practice.

Program Goals

1. Clinical Competency
2. Critical Thinking and Evidence-Based Practice
3. Professionalism, Ethics, and Leadership

Program Outline

To receive a Doctor of Nurse Anesthesia Practice degree, students must earn 90 graduate semester credit hours including didactic courses (63 Credits), DNAP Capstone courses (12 credits), and clinical practice courses (15 credit hours). Courses in the DNAP: Entry into Practice program are 16 weeks in length and scheduled two to five courses concurrently. The length of this program is approximately 36 months.

Doctor in Nurse Anesthesia Practice Courses (90.0 credit hours)

NGR701	Chemistry, Biochemistry, and Physics for Anesthesia	3.0 credit hour
NGR703	Advanced Principles of Physiology and Human Anatomy	3.0 credit hour
NGR704C	Anesthesia Equipment, Instrumentation, and Technology: Application and Evaluation	3.0 credit hour
NGR705	Advanced Pharmacology	3.0 credit hour
NGR706	Scientific Foundations for Evidence-Based Practice	3.0 credit hour
NGR715	Advanced Pharmacology for Anesthesia	3.0 credit hour
NGR714C	General Principles of Anesthesia	3.0 credit hour
NGR713	Advanced Pathophysiology Across the Lifespan I	3.0 credit hour
NGR717	Advanced Health Assessment for Diverse Populations	3.0 credit hour
NGR723	Advanced Pathophysiology Across the Lifespan II	3.0 credit hour
NGR724C	Anesthesia for Surgical Procedures I	3.0 credit hour
NGR728C	Nurse Anesthesia Care for Co-Existing Disease and Injury I	3.0 credit hour
NGR762	Healthcare Informatics Applications	3.0 credit hour
NGR729C	Regional Anesthesia	3.0 credit hour
NGR831	Anesthesia for Special Populations	3.0 credit hour
NGR834C	Anesthesia for Surgical Procedures II	3.0 credit hour
NGR838C	Nurse Anesthesia Care for Co-Existing Disease and Injury II	3.0 credit hour
NGR707	Business Management Applications in Evidence-Based Practice	3.0 credit hour
NGR830	Nurse Anesthesia Roles	3.0 credit hour
NGR844	Nurse Anesthesia Clinical Practicum I	3.0 credit hour
NGR840	Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes	3.0 credit hour
NGR842	Capstone I: Topic & Literature Review	3.0 credit hour
NGR854	Nurse Anesthesia Clinical Practicum II	3.0 credit hour

NGR852	Capstone II: Methodology & IRB Submission	3.0 credit hour
NGR965	Nurse Anesthesia Clinical Practicum III	3.0 credit hour
NGR962	Capstone III: Implementation	3.0 credit hour
NGR975	Nurse Anesthesia Clinical Practicum IV	3.0 credit hour
NGR972	Capstone IV: Evaluation of Outcomes & Dissemination	3.0 credit hour
NGR980	Synthesis Seminar	3.0 credit hour
NGR985	Nurse Anesthesia Clinical Practicum V	3.0 credit hour

DOCTOR OF NURSE ANESTHESIA PRACTICE (COMPLETION)

Program Description

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

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

Program Mission

The Doctor of Nurse Anesthesia Practice Program incorporates a practitioner-scholar model to prepare students as expert clinicians in the full scope of nurse anesthesia practice.

Program Goals

1. Clinical Competency
2. Critical Thinking and Evidence-Based Practice
3. Professionalism, Ethics, and Leadership

Program Outline

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

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

NGR706	Scientific Foundations for Evidence-Based Practice	3.0 credit hours
NGR707	Business Management Application in Evidence-based Practice	3.0 credit hours
NGR842	Capstone I: Topic & Literature Review	3.0 credit hours
NGR840	Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes	3.0 credit hours
NGR852	Capstone II: Methodology & IRB Submission	3.0 credit hours
NGR762	Health Informatics Application	3.0 credit hours
NRG962	Capstone III: Implementation	3.0 credit hours
NGR708	Leadership Approaches in Healthcare	3.0 credit hours
NGR972	Capstone IV: Evaluation of Outcomes & Dissemination	3.0 credit hours
NGR 716	Business in Anesthesia	3.0 credit hours

DOCTOR OF NURSING PRACTICE

Program Description

The Doctor of Nursing Practice program graduate will possess advanced competencies for increasingly complex practice, faculty, and leadership roles in nursing. The curriculum focuses on integrating nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of evidence-based nursing practice. The program is comprehensive and time-efficient, and fosters motivated, self-directed learners who are able to utilize the highest levels of education to improve nursing practice and patient outcomes. The DNP program equips students with mastery in the areas of leadership, evidence-based practice, policy, scholarship, and interprofessional collaboration.

This program aims to fulfill the recommendations of the American Association of Colleges of Nursing (AACN) guidelines as prescribed in The Essentials of Doctoral Education for Advanced Nursing Practice (October 2006) and The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (August 2015).

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

Program Mission

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

Program Goals

1. Incorporate theory and knowledge from nursing science with the biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice.
2. Integrate information technology and an evidence-based approach in clinical scholarship to critically evaluate, design, and implement health care services and educational programs for individuals, populations and systems.
3. Develop standards of nursing practice to deliver culturally competent, high quality health services to individuals, populations and systems.
4. Enact leadership, critical thinking and effective communications skills to design, evaluate, and improve the implementation of quality nursing services and educational programs.
5. Analyze the epidemiological, financial, sociopolitical and organizational forces in the health care environment at the systems level, within ethical, legal and humanistic frameworks.
6. Lead interdisciplinary collaboration to facilitate and improve desired health outcomes for individuals, populations and systems.
7. Create scholarly written communication that informs clinical practice and that leads to systems and organizational change that will improve health care delivery and health outcomes.

Program Outline

To receive a Doctor of Nursing Practice degree, students must earn 36 graduate semester credit hours Courses in the DNP program are eight weeks in length and scheduled for one or two courses concurrently. The length of this program is approximately 24 months.

DNP Core Courses (21.0 credit hours)

NUR700	Introduction to Doctor of Nursing Practice & DNP Project	3.0 credit hours
NUR701	Advocacy, Leadership, & Ethics in Advanced Practice	3.0 credit hours

NUR702	Scientific Underpinnings of Evidence-based Practice	3.0 credit hours
NUR703	Epidemiology and Biostatistics in Health Care	3.0 credit hours
NUR704	Organizational Management, Quality, & Safety	3.0 credit hours
NUR705	Information Management in Evidence-based Practice	3.0 credit hours
*NUR706	Economics & Business Planning for Advanced Practice	3.0 credit hours

DNP Project Courses (12.0 credit hours)

NUR801	DNP Project I: Topic & Literature Review	1.0 credit hours
NUR801A	DNP Clinical Practice I (120 clinical hours)	2.0 credit hours
NUR802	DNP Project II: Methodology & IRB Submission	1.0 credit hours
NUR802A	DNP Clinical Practice II (120 clinical hours)	2.0 credit hours
ADP 902	DNP Applied Project (80 clinical hours)	2.0 credit hours
ADP 902	DNP Applied Project (80 clinical hours)	2.0 credit hours
ADP 902	DNP Applied Project (80 clinical hours)	2.0 credit hours

Elective Courses (choice of one 3.0 credit hour course)

NUR711	Adult Teaching and Learning	3.0 credit hours
NUR712	Acute and Emergent Health Problems	3.0 credit hours
NUR713	Health Care Administration	3.0 credit hours

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

Residency Requirement

Students enrolling in the DNP program will be required to attend one two-day doctoral residency at the Flagship campus. This is an excellent opportunity for DNP students to meet with their faculty and attend educational sessions that will help them with completing their DNP project. Students will also have the opportunity to interact with other students enrolled in doctoral programs at Keiser University.

* DOPR2	Doctoral Residency Two

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Program Description

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

The coordinated program provides all the didactic coursework plus supervised laboratory experiences.

Program Mission

The mission of Keiser University's Master of Science of Biomedical Sciences (MSBS) program is to foster students' understanding of modern research in biomedicine while enhancing their critical thinking and scientific writing skills. Through a comprehensive curriculum covering topics in molecular medicine, pathology, cell culture research, and bioinformatics, the MSBS program equips students with the necessary skills for advanced studies in the medical field or careers in the growing biotechnology community.

Program Goals

1. Provide a strong foundation in biomedical sciences, fostering critical thinking and problem-solving for research and clinical applications.
2. Develop expertise in experimental design, data analysis, and scientific communication to advance biomedical discoveries.
3. Equip students with technical, ethical, and leadership skills for careers in research, healthcare, or further professional studies.

Program Outline

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

Curriculum includes:

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

MASTER OF SCIENCE IN CLINICAL NUTRITION – COORDINATED PROGRAM

Program Description

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

Program Mission

The mission of the Master of Science in Clinical Nutrition Coordinated Program is to provide a comprehensive graduate program, inclusive of a high-quality didactic curriculum and supervised practice, preparing graduates for entry-level practice as Registered Dietitian Nutritionists in a diverse environment demonstrating professionalism, leadership, and a commitment to service community needs.

Program Goals

1. Prepare a diverse population of graduates for successful careers as Registered Dietitians/Registered Dietitian Nutritionists in a variety of settings.

2. Develop graduates committed to professionalism, leadership, and service to the community as Registered Dietitians/Registered Dietitian Nutritionists.

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

At this time, the MSCN-CP is offered at the Melbourne campus.

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

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

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

Lower Division General Education Courses (48 credits)

Behavioral/Social Science (3 Credits)

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

Computers (3 Credits)

CGS1000C	Introduction to Computers	3.0 credit hours

Economics (3 Credits)

ECO1023	Microeconomics	3.0 credit hours
ECO2013	Macroeconomics	3.0 credit hours

English (6 credits)

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

Mathematics (6 Credits)

MAC2105	College Algebra	3.0 credit hours
STA2023	Statistics	3.0 credit hours

Humanities/Fine Arts (3 credits)

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

Natural Science (24 Credits)

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

CHM2046L	Advanced Chemistry Lab	4.0 credit hours
MCB 2000C	Microbiology	4.0 credit hours

Lower Division Major Course (3 credits)

HUN2201	Principles of Nutrition	3.0 credit hours

Undergraduate Level Courses (70 Credits)

FOS3021C	Fundamentals of Food	4.0 credit hours
FOS4041C	Food Science	4.0 credit hours
HUN3403	Life Cycle Nutrition	3.0 credit hours
DIE3317	Dietetics in Community Health	3.0 credit hours
PET 3361C	Nutrition in Health and Exercise	4.0 credit hours
HUN 4241	Advanced Nutrition	4.0 credit hours
DIE 4564	Research Methods	3.0 credit hours
DIE 3125C	Management of Dietary Services	4.0 credit hours
DIE 3213	Medical Nutrition Therapy 1	3.0 credit hours
DIE 3246C	Medical Nutrition Therapy 2	4.0 credit hours
HUN 3126C	Food and Culture	4.0 credit hours
DIE 4436C	Nutrition Counseling and Education	4.0 credit hours
HUN 4445	Nutrition and Disease 1	3.0 credit hours
HUN 4446	Nutrition and Disease 2	3.0 credit hours
DIE 4506	Seminar in Dietetics	3.0 credit hours
DIE 4365	Dietetics Management of Nutrition Program	3.0 credit hours
DIE 4537A	Supervised Practice 1A	3.5 credit hours
DIE 4537B	Supervised Practice 1B	3.5 credit hours
DIE 4538A	Supervised Practice 2A	3.5 credit hours
DIE 4538B	Supervised Practice 2B	3.5 credit hours

Graduate Level Courses (36 credits)

HUN 503	Nutrition Assessment	3.0 credit hours
HUN 587	Nutritional Biochemistry in Health and Disease	3.0 credit hours
HUN 501	Trends in Therapeutic Nutrition	3.0 credit hours
DIE 544	Advanced Practice (Supervised Practice)	3.0 credit hours
HUN 561	Food, Nutrition and Communication	3.0 credit hours
HUN 502	Special Topics: Principles of Dietetics and Medical Nutrition Therapy	3.0 credit hours
HUN 652	Public Health Nutrition	3.0 credit hours
HUN654	Professional Preparation of the Registered Dietician Nutritionist	3.0 credit hours
EDU 510	Affirming Diversity	3.0 credit hours
RSM 602	Research Design	3.0 credit hours
HSM 691	Quality Management in Healthcare	3.0 credit hours
HUN 656	Capstone: Research Methods in Nutrition Research	3.0 credit hours

MASTER OF SCIENCE IN EXERCISE AND SPORT SCIENCE

Program Description

Keiser University's Master of Science in Exercise and Sport Science is designed to provide students with the knowledge and evidence-based practice needed for a professional career

and/or the first progression towards a terminal degree within exercise, fitness, wellness, and athletics.

Program Mission

Keiser University's Master of Science in Exercise and Sport Science is designed to provide students with the knowledge and evidence-based practice needed for a successful professional career and/or the first progression toward a terminal degree within exercise, fitness, wellness, and athletics.

Program Goals

1. Demonstrate professional communication skills to convey exercise and sport science concepts, research findings, and practical applications to diverse audiences.
2. Apply research and current evidence-based practices in all derivatives of Exercise and Sport Science.
3. Evaluate scientific evidence and enhance critical thinking skills to create real-world solutions.
4. Develop advanced skills in athletic performance assessment, program design, and intervention strategies.

Program Outline

To receive a Master of Science in Exercise and Sport Science degree, students must complete 36 graduate semester credit hours (30 credit hours must be completed at Keiser University) as described below. The length of this program is approximately 24 months (96 weeks) (this will vary if a student transfers in credits).

Exercise and Sport Science Foundation Courses (27.0 credit hours)

PET503	Applied Sport Science	3.0 credit hours
PET507	Evidence Based Practice in Exercise and Sport Science	3.0 credit hours
PET515	Measurement and Evaluation in Exercise Science	3.0 credit hours
PET597	Reflective Practice for Health and Fitness Professionals	3.0 credit hours
PET563	Applied Nutrition	3.0 credit hours
PET585	Advanced Programing for Health and Human Performance	3.0 credit hours
PET589	Physiology of Health and Fitness	3.0 credit hours
PET691	Exercise and Sport Science Final Project	3.0 credit hours
RSM613	Research Methods	3.0 credit hours

Exercise and Sport Science Elective Courses (6.0 credit hours)

Choose two:

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

Exercise and Sport Science Project Courses (6.0 credit hours)

PET610	Special Projects	3.0 credit hours
PET691	Exercise and Sport Science Project	3.0 credit hours

MASTER OF SCIENCE IN NURSING

Program Description

The Master of Science in Nursing program offers an advanced nurse generalist focus which provides contemporary professional skills and knowledge for leadership in the healthcare system. The program encourages nurses to develop scholarly practice to deliver health care that is caring, holistic, effective, patient-centered, timely, efficient, and equitable. Opportunities are offered for working professionals to concurrently integrate educational principles into direct practice. The program vision is to inspire nurses to develop a lifelong commitment to nursing scholarship and leadership advancing the profession into the future. This program aims to fulfill the recommendations of the American Association of Colleges of Nursing (AACN) guidelines as prescribed in the Essentials of Master's Education in Nursing for professional nursing practice (AACN, 2011).

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

Program Mission

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

Program Goals

1. Critical thinkers who creatively engage in rational inquiry using nursing processes and current research to improve healthcare outcomes.
2. Caring culturally responsive communicators capable of effectively leading interdisciplinary healthcare teams.
3. Nursing professionals dedicated towards advancing a culture of professional excellence and achievement through lifelong learning.
4. Nursing leaders prepared to assume leadership roles in health care systems.
5. Ethically responsive nursing leaders who advocate to influence policy decisions to improve health care that is effective, timely, efficient, and equitable for all members of society.
6. Effective collaborators of healthcare committed to improving best practices in health promotion, disease prevention, quality, safety and equality.
7. Professional written communicators through organizing, thinking critically, and communicating ideas and information in documents and presentations.

NOTE: Courses in the MSN program are eight-weeks in length and students are scheduled for one or two courses concurrently. Supplemental course hours will be required for academic synthesis of course content and may include visits to community agencies, professional conferences approved by instructor, work site capstone development, approved volunteer activities, interagency site visits, technological field trips, simulation _, preceptor training, leadership activities, professional meetings, and interdepartmental study in current employment system.

Program Outline

To receive a Master of Science in Nursing degree the student must earn 33 graduate semester credit hours as described below. The length of this program is approximately 22 months.

Master of Science in Nursing Major Core Courses (33.0 credit hours)

NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR 502	Nursing Theory for Practice	3.0 credit hours

NUR 510	Health Promotion and Disease Prevention	3.0 credit hours
NUR 520	Health Systems, Policy, and Resource Management	3.0 credit hours
NUR 640	Behavioral Health Across the Lifespan	3.0 credit hours
NUR 540	Human Diversity, Global Health, and Social Issues	3.0 credit hours
NUR 650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR 661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning II	3.0 credit hours
NUR680	Research for Evidenced-Based Practice and Outcome Management	3.0 credit hours
NUR690	Translating Research into Practice: Outcomes Management (Capstone)	3.0 credit hours

MASTER OF SCIENCE IN NURSING, FAMILY NURSE PRACTITIONER

Program Description

The Master of Science in Nursing, Family Nurse Practitioner (MSN FNP) program at Keiser University emphasizes the acquisition of advanced practice nursing knowledge and advanced practice clinical skills, using a family-oriented approach. The curriculum focuses on health promotion, injury and illness prevention and management of acute and chronic illnesses, across the lifespan. Due to the intensity of this program, students are expected to be highly motivated, self-directed learners who can grasp a large amount of complex material. Students will spend a significant amount of time studying and in clinical practice experiences. Graduates are required to take the Family Nurse Practitioner Board Certification Examination in order to be licensed and to work as a Family Nurse Practitioner.

This program is aligned with the American Association of Colleges of Nursing (AACN) guidelines as prescribed in the Essentials of Master's Education in Nursing (AACN 2011) and with the National Organization of Nurse Practitioner Faculties (NONPF) Population Focused Nurse Practitioner Competencies (NONPF 2013).

The Master of Science in Nursing, Family Nurse Practitioner (MSN FNP) program is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

Program Mission

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

Program Goals

1. Critical thinkers who creatively engage in rational inquiry using nursing processes and current research to improve healthcare outcomes.
2. Caring culturally responsive communicators capable of effectively leading interdisciplinary healthcare teams.
3. Nursing professionals dedicated towards advancing a culture of professional excellence and achievement through lifelong learning.
4. Nursing leaders prepared to assume leadership roles in health care systems.
5. Ethically responsive nursing leaders who advocate to influence policy decisions to improve health care that is effective, timely, efficient, and equitable for all members of society.

6. Effective collaborators of healthcare committed to improving best practices in health promotion, disease prevention, quality, safety and equality.
7. Professional written communicators through organizing, thinking critically, and communicating ideas and information in documents and presentations.

Program Outline

To receive a Master of Science in Nursing, Family Nurse Practitioner degree, students must earn 49 graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case by case basis. The length of this program is approximately 28 months.

Master of Science in Nursing Family Nurse Practitioner Major Core Courses (49 credit hours)

NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR502	Nursing Theory for Practice	3.0 credit hours
NUR520	Health Systems, Policy and Resource Management	3.0 credit hours
NUR602	Primary Health Care of the Family I	3.0 credit hours
NUR602A	Primary Health Care of the Family I Practicum	2.0 credit hours
NUR603	Primary Health Care of the Family II	3.0 credit hours
NUR603A	Primary Health Care of the Family II Practicum	2.0 credit hours
NUR604	Primary Health Care of the Family III	2.0 credit hours
NUR604A	Primary Health Care of the Family III Practicum	1.0 credit hours
NUR605	Primary Health Care of the Family IV	2.0 credit hours
NUR605A	Primary Health Care of the Family IV Practicum	1.0 credit hours
NUR640	Behavioral Health across the Lifespan	3.0 credit hours
NUR650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning	3.0 credit hours
NUR680	Research for Evidenced-Based Practice and Outcome Management	3.0 credit hours
NUR691	Family Nurse Practitioner Integration	3.0 credit hours
NUR691A	Family Nurse Practitioner Integration Practicum	3.0 credit hours
NUR698	Family Nurse Practitioner Certification Review	3.0 credit hours

Progression Policy (See the Graduate Nursing Policy and Procedure Manual): A graduate student enrolled in the Master of Science in Nursing – Family Nurse Practitioner must earn a grade of an "A" or "B" in NUR 650-Advanced Pathophysiology for Practice; NUR661-Principles of Pharmacology for Advanced Practice II; and NUR 671-Advanced Health Assessment and Diagnostic Reasoning II and all clinical courses which include NUR 602, NUR 602A, NUR603, NUR 603A, NUR 604, NUR 604A, NUR 605, NUR 605A, NUR 692, NUR 691A, and the final certification course (NUR698) before graduation.

Applicants from outside the state of Florida: All applicants from outside of the state of Florida must provide written verification that their home state will allow them to perform clinical rotations for training within that state, and be licensed as a nurse practitioner after graduation.

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

Program Description

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

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

This program is aligned with the American Association of Colleges of Nursing (AACN) guidelines as prescribed in the Essentials of Master's Education in Nursing (AACN 2011) and with the National Organization of Nurse Practitioner Faculties (NONPF) Population Focused Nurse Practitioner Competencies (NONPF 2013).

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

Program Mission

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

Program Goals

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

Clinical Experiences

Toward the end of the program, students will complete clinical experiences. During this time, students will have the opportunity to put into practice what they have learned in their coursework. Students will practice foundational nursing skills and gradually integrate more advanced skills, while receiving individual and group supervision. Students will also complete clinical experiences in a variety of practice settings including the opportunity for international clinical practice that will enrich their learning experience. Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision if clinicals will be completed outside of the South Florida region. Assistance will be provided in obtaining a clinical site if clinicals are completed in South Florida. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking certification prior to beginning the Master of Science in Nursing Women's Health Nurse Practitioner.

Program Outline

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

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

*NUR501	Leadership and Professional Development in Nursing	3.0 credit hours
NUR671	Advanced Health Assessment and Diagnostic Reasoning II- Residency 1	3.0 credit hours
NUR650	Advanced Pathophysiology for Practice	3.0 credit hours
NUR661	Principles of Pharmacology for Advanced Practice II	3.0 credit hours
NUR680	Research for Evidence-Based Practice and Outcome Management	3.0 credit hours
NUR502	Nursing Theory for Research and Practice	3.0 credit hours
NUR 520	Health Systems, Policy, and Resource Management	3.0 credit hours
NUR540	Human Diversity, Global Health, and Social Issues	3.0 credit hours
NUR610	Roles and Contexts for the Women's Health Nurse Practitioner	3.0 credit hours
NUR611	Advanced Reproductive Care	3.0 credit hours
NUR612	Primary Care in Adolescents and Adults-Residency 2	3.0 credit hours
NUR613	Perinatal Care	3.0 credit hours
NUR614	Women's Health Care Across the Lifespan-Residency 3	3.0 credit hours
NUR615	Women's Health Synthesis	3.0 credit hours
NUR616	WHNP Certification Review	3.0 credit hours

*NUR501 Prerequisite course

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

NUR612A	WHNP I: Primary Care in Adolescents and Adults Clinical	1.0 credit hours
NUR613A	WHNP II: Perinatal Care Clinical	1.0 credit hours
NUR614A	WHNP III: Women's Health Care Across the Lifespan Clinical	2.0 credit hours
NUR615A	WHNP IV: Women's Health Synthesis Clinical	2.0 credit hours

NOTE: Courses in the program are 8-weeks in length. Most courses are asynchronous in nature; however, some courses may require students to participate in activities at set times. The MSN in Women's Health Nurse Practitioner program requires three courses (NUR 671, NUR612, and NUR 614) where students will receive on-campus instruction during an intensive weekend.

Students will focus on skill development in women's health and applying knowledge gained in coursework. Students will receive individual interaction, direction, and feedback from faculty members, opportunities to share experiences and insights with peers, and preparation for clinical work in practicum settings. Attendance of the intensive weekend portion of these courses is required and part of the course grade. Courses are offered at specific times during the program. A graduate course that is offered primarily online but has a minimum of even one session that

meets the standard class session definition of a face-to-face class (e.g., one 50-minute class on a campus) will be certified as in-residence.

Applicants from outside the state of Florida: All applicants from outside of the state of Florida must provide written verification that their home state will allow them to perform clinical rotations for training within that state and be licensed as a nurse practitioner after graduation.

MASTER OF SCIENCE IN NUTRITION – INNOVATIVE LEADERSHIP

Program Description

The Master of Science in Nutrition – Innovative Leadership is designed to facilitate the development of advanced leadership knowledge and skills with the focus on innovation and entrepreneurship. Course work applies comprehensive learning opportunities for exploring innovative strategies in the various areas of nutrition and dietetics. Graduates of the MSN-IL will position themselves to assume leadership roles within management, entrepreneurship, and use of technology to advance professional practice.

Program Mission

The mission of the Master of Science in Nutrition Innovative Leadership is to facilitate the development of advanced leadership knowledge, skills, and attitude of dietetics professionals, with a focus on innovation and entrepreneurship. The program is designed to offer comprehensive instruction and applied learning opportunities to prepare graduates to serve in leadership and management capacities to meet the evolving demands of the nutrition and dietetics industry, drive impactful change, and add value to their organizations and careers.

Program Goals

1. Understand the different leadership skills that promote innovation in dietetics organizations and entrepreneurship.
2. Recognize ethical management strategies in the nutrition and dietetics industry that contribute to organizational and entrepreneurial success.
3. Examine different strategies to enhance productivity and create transformative outcomes for a dietetics organization.

Program Outline

To receive a Master of Science in Nutrition – Innovation Leadership students must earn 30 graduate semester credit hours. The curriculum includes:

HUN 561	Food, Nutrition and Communications	3.0 credit hours
HUN 504	Foundations of Leadership and Management	3.0 credit hours
LDR 506	Conflict Management and Negotiation	3.0 credit hours
HUN 652	Public Health Nutrition	3.0 credit hours
HUN 657	Leading Organization Transformation	3.0 credit hours

MKT 637	Digital Marketing	3.0 credit hours
HUN 742	Dietetics and Nutrition Management	3.0 credit hours
HUN 794	Innovative Leadership for Nutrition Leadership Professionals	3.0 credit hours
HUN 699	Capstone: Applied Leadership in Dietetics	3.0 credit hours

Master of Science in Nutrition – Innovation Leadership

PET 563	Applied Nutrition	3.0 credit hours
HSM 691	Quality Management in Health Care	3.0 credit hours
EDU 581	Developing, Implementing, and Evaluating Health Education Programs in Institutions and Communities	3.0 credit hours

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY BRIDGE PROGRAM

Program Description

The Master of Science in Occupational Therapy (MSOT) Bridge Program at Keiser University is designed to educate health care providers with COTA credentials to build upon their existing professional experience. In the course of completing the MSOT graduate degree, students in the program will develop managerial, program assessment, and client evaluation skills while expanding their leadership roles in the field of occupational therapy.

Keiser University's Master of Science degree in Occupational Therapy will include instructional delivery methods that are both campus-based and hybrid. The program integrates didactic, face-to-face, and clinical experiences to prepare students to achieve success on the National Board of Certification in Occupational Therapy (NBCOT®) exam, and to function as a generalist occupational therapist within the profession.

Program Mission

The mission of the Keiser University Master of Science in Occupational Therapy (MSOT) program is to establish excellence in occupational therapy education, research, and scholarly activities. The MSOT Program will prepare graduates who will provide evidence-based occupational therapy services locally and globally to diverse communities. The program prepares occupational therapy professionals as providers and leaders in the delivery of high quality, accessible, competent care within a highly technological environment. The MSOT program promotes, expands, and validates scientific knowledge and evidence-based practice through interdisciplinary research. The MSOT program strives to meet the educational and support needs of a diverse student population and provide opportunities for minority and non-traditional students.

Program Goals

1. Engage in scholarly endeavors to promote continued competency and professional development in the field of occupational therapy.
2. Demonstrate entry-level clinical competence to maximize functional outcomes of individuals, groups, and populations.
3. Demonstrate leadership abilities that foster a collaborative perspective of client care, innovative practice and the all-encompassing roles of the occupational therapy practitioner.

The prerequisites for major courses are as follows (earned credits from an OTA program are acceptable):

- Human Anatomy and Physiology I with lab (4 credit hours
- Human Anatomy and Physiology II with lab (4 credit hours)
- Statistics (3 credit hours)
- College Algebra (3 credit hours)
- English Composition I (3 credit hours)
- English Composition II (3 credit hours)
- Introduction to Psychology (3 credit hours)
- Abnormal Psychology (3 credit hours)
- Life Span Development (3 credit hours)

Candidates must achieve a minimum 3.0 GPA (on a 4.0 scale) with no grade less than C for all pre-requisite courses. Any pre-requisite courses taken prior to admission to the MSOT program must have been completed at a regionally accredited college or university.

In addition, each candidate must successfully complete the personal interview with one of the MSOT faculty member.

Note: Students who enter the Master of Science in Occupational Therapy program must have computer access with internet capabilities. Basic computer skills (Word, PowerPoint, and e-mail) are required.

Program Outline:

To receive a Master of Science degree in Occupational Therapy, students must earn 75 program-specific semester credit hours, inclusive of: Pre-requisite/Co-requisite courses, Associate of Science in Occupational Therapy Assistant degree courses (83 semester credit hours), upper-division undergraduate courses, and graduate courses. The length of this program is approximately 24 months.

Master of Science in Occupational Therapy Upper Division Undergraduate Core Courses (24 credit hours)

OTH3000	Foundations of Occupational Therapy	4.0 credit hours
OTH3036	Occupational Perspective on Health	4.0 credit hours

OTH3413	Functional Human Motion	4.0 credit hours
OTH4517	Health Care Management	4.0 credit hours
OTH4035	Occupational Perspective on Health II	4.0 credit hours
OTH4759	Evidence-based Approaches in Occupational Therapy	4.0 credit hours

Upon completion of the above requirements, inclusive of pre-requisites and equivalent to 120.0 semester credit hours, a Bachelor of Science degree in Occupational Health will be awarded.

Master of Science in Occupational Therapy Graduate Core Courses (51 credit hours)

OTH5202	Occupation-Based Assessments: Children and Adolescents	4.0 credit hours
OTH5203	Occupation-Based Assessments: Adults and Older Adults	3.0 credit hours
OTH5245	Neuroanatomy for Occupational Therapy	4.0 credit hours
OTH5352	Occupational Therapy Process: Mental Health	4.0 credit hours
OTH5428	Occupational Therapy Process: Physical Disabilities	4.0 credit hours
OTH5854	Field Work Level I, part 2 (Pediatric/Adolescent)	3.0 credit hours
OTH5604	Occupational Therapy Process: Geriatric	4.0 credit hours
OTH5519	Occupational Therapy Process: Pediatric	4.0 credit hours
OTH5853	Field Work Level I, part 1 (Adult)	3.0 credit hours
OTH6770	Applied Research in Occupational Therapy	2.0 credit hours
OTH6937	Fieldwork Seminar I	2.0 credit hours
OTH6941	Fieldwork Level II, part I	6.0 credit hours
OTH6938	Fieldwork Seminar II	2.0 credit hours
OTH6942	Fieldwork Level II, part II	6.0 credit hours

NOTE: The MSOT program 16-week semesters are each comprised of two eight-week terms, exclusive of fieldwork semesters. Students are scheduled for two courses concurrently, each 8 weeks except for the first semester. In the first semester, students will take one (1) MSOT course per eight-week term. The on-line component of each course is asynchronous and synchronous in nature; however, students are required to attend scheduled practical laboratories on-campus approximately one (1) weekend per month (Fridays and Saturdays).

Fieldwork Experiences:

In semester IV, in conjunction with their academic coursework students will complete a variety of part-time Level I fieldwork assignments with adult/pediatric/mental health experiences.

Semesters V and VI are 16-week semesters. In semesters V and VI, students will complete two (2) 12-week full time clinical Level II rotations in addition to a required four (4) week fieldwork seminar in each of those semesters. During this time students have the opportunity to put into practice what they have learned in their coursework and Level I fieldwork experiences.

Student Review and Retention

The MSOT program faculty conducts continuous reviews of students to assess progress throughout the program. Students are evaluated on their appropriateness for Master's level occupational therapy practice, including consideration of the student's academic performance, professional development, and personal development. Students failing to demonstrate personal, professional, and/or ethical behaviors that relate to the ability to function as a Master's level occupational therapist may be denied continuance in the program. Students are responsible for being familiar with and following all requirements and policies as stated in this catalog.

Certification and Licensure

The MSOT Program was developed to be in line with national standards for NBCOT® certification and state licensure. All states require occupational therapists to go through a licensing process; however, the specific rules and regulations vary by state.
In general, the following are required to obtain licensure as an occupational therapist: a Master Degree in Occupational Therapy including approved coursework and supervised fieldwork experiences, and passing scores on the NBCOT® examination.
The program prepares students for, but does not guarantee, licensure as a professional occupational therapist. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking licensure.

INFORMATION TECHNOLOGY

MASTER OF SCIENCE INFORMATION SECURITY

Program Description

Keiser University's Master of Science in Information Security offers an intensive graduate program that provides information technology professionals with theoretical and practical knowledge in security concepts such as access control, secure application development, business continuity planning, cryptography, e-commerce regulations, operational, physical, architectural security, telecommunications and network security. This curriculum will prepare students for careers as a Chief Information Officer, Chief Security Officer, and network forensic specialist. Upon completion of the program, graduate students should be able to take the widely recognized Certified Information Systems Security Professional (CISSP) exam.

Program Mission

The Master of Science in Information Security (MSIS) at Keiser University is dedicated to preparing professionals with the advanced knowledge, technical expertise, and strategic skills necessary to secure digital assets in a rapidly evolving cyber landscape. Though a rigorous curriculum that integrates theoretical foundations with real-world applications, students are empowered to develop and implement innovative security strategies that ensure the confidentiality, integrity, and availability of critical information systems. Graduates are equipped to make meaningful contributions as leaders in areas such as cybersecurity governance, risk management, secure application development, and regulatory compliance.

Program Goals

1. Develop Expertise in Enterprise Security and Risk Management
2. Enhance Technical Proficiency in Cyber Defense and Threat Mitigation
3. Foster Secure Software Development and Data Protection Practices
4. Promote Ethical, Legal, and Regulatory Compliance in Cybersecurity
5.Cultivate Research, Innovation, and Professional Communication in Information Security

Program Outline

To receive a Master of Science in Information Security degree, students must earn graduate semester credit hours as described below. Transfer of graduate credits will be evaluated on a case-by-case basis. The length of this program is approximately 20 months.

Master of Science in Information Security Courses (30.0 credit hours)

Required Major Core Courses (30.0 credit hours)

ISS510	Enterprise Information Systems Networks	3.0 credit hours
ISS520	Database Systems and Security	3.0 credit hours
ISS550	Software Engineering	3.0 credit hours
ISS640	Cryptography	3.0 credit hours
ISS670	Advanced Network Security	3.0 credit hours
ISS675	Survey of Computer Languages	3.0 credit hours
ISS680	Intrusion Detection and Prevention Systems	3.0 credit hours
ISS685	E-Discovery, Network and Computer Forensics	3.0 credit hours
ISS695	Risk Analysis and Vulnerability Assessment	3.0 credit hours
ISS690	Capstone Project Information Security	3.0 credit hours

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Program Description

The Master of Science in Information Technology Leadership (MSITL) is a career oriented multi-disciplinary program designed to provide students with the required competencies in management and technology. This program provides the foundations of information technology and business leadership skills needed for managers to be successful in the 21st Century. Core competencies include leadership, human resources, project management, communications, technical management and strategic planning.

Program Mission

The Master of Science in Information Technology Leadership (MSITL) program at Keiser University is dedicated to developing forward-thinking leaders who can bridge the gap between technology and business strategy. Grounded in a multidisciplinary approach, the mission of the MSITL program is to equip students with the technical expertise, leadership acumen, and strategic insight necessary to drive innovation, manage complex IT environments, and lead digital transformation efforts in diverse organizations. With a strong emphasis on applied learning, real-world problem-solving, and strategic IT management, the MSITL program empowers graduates to become visionary leaders who can harness technology to shape the future of business and society.

Program Goals

1. Develop Strategic IT Leadership and Managerial Skills

2. Enhance Technical and Security Expertise to ensure the secure and efficient operation of IT infrastructures.
3. Foster Ethical and Legal Awareness related to IT governance, data privacy, intellectual property, and global e-commerce.
4. Strengthen capacity to analyze complex IT challenges, assess risks, and implement innovative solutions.
5. Improve Professional Communication and Collaboration to effectively convey technical concepts, lead cross-functional teams, and drive organizational change.

Program Outline

To receive a Master of Science in Information Technology Leadership degree, students must earn 30 graduate semester credit hours as described below. In the final semester of their program, students complete a capstone project. Students select one elective course in this program. The length of this program is approximately 20 months.

Master of Science in Information Technology Leadership Major Core Courses (27.0 credit hours)

ISS510	Enterprise Information Systems and Networks	3.0 credit hours
ISS520	Database Systems and Security	3.0 credit hours
ISS655	Global E-Commerce and Privacy Assurance	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
MTL520	Information Systems Management	3.0 credit hours
MTL530	Computer Security	3.0 credit hours
MTL655	Data Warehousing	3.0 credit hours
MTL675	Cloud, Virtualization and Mobile Services	3.0 credit hours
MTL690	Capstone Project Technology Leadership	3.0 credit hours

Elective Courses (3.0 credit hours)

ISS695	Risk Analysis and Vulnerability Assessment	3.0 credit hours
MAN671	Leadership Development	3.0 credit hours
MAN672	Cross-Cultural Management	3.0 credit hours
MTL650	Social, Legal, Ethical Issues and the Internet	3.0 credit hours
MTL665	Service Oriented Architecture	3.0 credit hours

PSYCHOLOGY

DOCTOR OF PHILOSOPHY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Program Description

The Doctor of Philosophy in Industrial and Organizational Psychology is a research based program focused on career advancement in teaching and consulting the principles of industrial and organizational psychology. The program prepares students for careers as active contributors

and leaders in advancing the effectiveness and well-being of people within organizations. The program culminates in a dissertation, which builds the foundation for theoretically grounded research and development of knowledge in the study and application of organizational psychology. Graduates pursue careers as leaders in research, business, or university settings.

Program Mission

Keiser University's Doctor of Philosophy in Industrial and Organizational (I/O) Psychology prepares scholars and practitioners to advance psychological science and its application in organizational settings. The program emphasizes high quality research, ethical problem-solving, and critical analysis, equipping students to tackle complex workplace challenges. The doctoral degree culminates in the application of advanced research skills and a meaningful contribution to the scientific body of knowledge through the completion of a dissertation. Through applicable examples and case studies, students apply scientific methods and ethical principles to enhance individual, team, and organizational outcomes and to drive meaningful change across an array of work environments.

Program Goals

1. Appreciate diversity in individuals and the global community, demonstrated through application of ethical problem solving at the individual, social, and organizational levels in the field of psychology.
2. Apply the principles of effective research methods to design and conduct scholarly research, interpret data, and formulate conclusions that contribute to the scientific body of knowledge.
3. Evaluate I/O psychology as a science grounded in theory, research, and methods, applied to solving workplace challenges.
4. Demonstrate professional communication skills through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

Pre-requisites for Major Courses

- Path One: Students may enter the Ph.D. in Industrial and Organizational Psychology with a Master's degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Industrial and Organizational Psychology with a Baccalaureate degree in psychology or related behavioral science from an accredited institution and a minimum undergraduate GPA of 3.0. Students with a baccalaureate degree complete an additional 18 graduate semester hours of course work, to include a thesis.

NOTE: Courses in the PhD program are eight-weeks in length and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

Program Outline

To receive a Doctor of Philosophy in Industrial and Organizational Psychology degree, students with a master's degree must earn 60 graduate semester credit hours as described below. Students with a bachelor's degree must complete an additional 18 graduate semester credit hours and a thesis to receive their Master's degree while enrolled in the Ph.D. in Industrial/Organizational Psychology. The length of the master's entry program is approximately 44 months, whereas the length of the baccalaureate entry program is approximately 58 months.

Doctor of Philosophy in Industrial and Organizational Psychology Core Courses (60.0 – 78.0 credit hours)

Foundation Courses (12.0 credit hours)

*PSY701	Research, Ethics, and Scholarly Writing	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

Ph.D. in Industrial and Organizational Psychology Core Courses (15.0 credit hours)

PSY820	Organizational Psychology	3.0 credit hours
PSY821	Personnel Psychology	3.0 credit hours
PSY822	History and Systems in IO Psychology	3.0 credit hours
PSY823	Organizational Applications	3.0 credit hours
PSY824	Testing and Assessment in Organizations	3.0 credit hours

Ph.D. Research Continuation (21.0 credit hours)

RSM701	Quantitative Research I	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0 credit hours
RSM721	Applied Survey Research	3.0 credit hours
RSM801	Quantitative Research II (Pre-requisite: RSM701)	3.0 credit hours
RSM802	Research Theory, Design, and Methods (Pre-requisite: RSM702)	3.0 credit hours
RSM815	Psychometrics	3.0 credit hours
	(Pre-requisites: PSY770, RSM801)	3.0 credit hours
***RSM821 Advanced Research: Pre-Proposal and Literature Review		3.0 Credit hours

***Pre-requisites for RSM821 are all program courses

Dissertation Courses (12.0 credit hours)

DSS900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSS900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

Doctor of Philosophy in Industrial and Organizational Psychology – Baccalaureate Entry (81.0 credit hours)

Master of Science Foundation Courses (24.0 credit hours)

*PSY701	Research, Ethics, and Scholarly Writing	3.0 credit hours
PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY562	Evolutionary Psychology	3.0 credit hours
PSY730	Human Development	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

Master of Science Research Component (12.0 credit hours)

RSM701	Quantitative Research I	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0credit hours
PSY680	Capstone I	3.0credithours
*PSY689	Capstone II	3.0 credit hours

Pre-requisites: (PSY701, PSY502, PSY521, PSY522, PSY562, PSY730, PSY760, PSY770, RSM701, RSM702, PSY680, and PSY689)

*Prerequisite: PSY680

Core Courses (15.0 credit hours)

PSY820	Organizational Psychology	3.0 credit hours
PSY821	Personnel Psychology	3.0 credit hours
PSY822	History and Systems in IO Psychology	3.0 credit hours
PSY823	Organizational Applications	3.0 credit hours
PSY824	Testing and Assessment in Organizations	3.0 credit hours

Psychology Foundation (3.0 credit hours)

PSY750	Theories of Learning and Motivation	3.0 credit hours

Ph.D. Research Continuation (15.0 credit hours)

RSM721	Applied Survey Research	3.0 credit hours
RSM801	Quantitative Research II (Pre-requisite: RSM701)	3.0 credit hours
RSM802	Research Theory, Design, and Methods (Pre-requisite: RSM702)	3.0 credit hours
RSM815	Psychometrics (Pre-requisites: PSY770, RSM801)	3.0 credit hours 3.0 credit hours
***RSM821	Advanced Research: Pre-Proposal and Literature Review	3.0 Credit hours

***Pre-requisites: PSY701, PSY502, PSY521, PSY522, PSY562, PSY730, PSY760, PSY770, RSM701, RSM702, PSY690, PSY699, PSY710, PSY750, RSM801, RSM802, RSM815, PSY820, PSY821, PSY822, PSY823, PSY824

Dissertation Courses (12.0 credit hours)

DSS900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSS900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

Program Description

The Doctor of Philosophy in Psychology degree is a research-based program focused on career advancement in teaching, consulting, administration, or institutional research. The program prepares innovative scholars, researchers, and educators to contribute to the body of knowledge through intensive study in the field of psychology. The program, culminating in a

dissertation, builds the foundation for theoretically grounded research and development of knowledge in the study and application of personality, motivation, learning, emotion, and behavior.

Program Mission

Keiser University's Doctor of Philosophy in General Psychology program offers a flexible curriculum grounded in the scholar-researcher model, equipping students with practical research training to address complex psychological issues. Students develop the skills to engage in impactful, culturally informed research and practices that advance the field of psychology and meet the needs of individuals, communities, and organizations. Designed for aspiring scholars and researchers, this program prepares graduates for roles in academia, research, and various service sectors, including education, healthcare, business, and organizational leadership.

Program Goal

1. Develop an advanced understanding of general psychological principles and theories to include motivation, learning, emotion, and behavior.
2. Apply diverse, culturally appropriate methods to evaluate and support individuals, communities, and organizations in the field of psychology.
3. Apply psychological principles and effective research methods to academic and social service settings by identifying problems, designing and conducting research studies, analyzing data, and formulating conclusions.
4. Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

Pre-requisites for Major Courses

- Path One: Students may enter the Ph.D. in Psychology with a Master's degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Psychology with a Baccalaureate degree in psychology or related behavioral science from an accredited institution and a minimum undergraduate GPA of 3.0. Students with a baccalaureate degree complete an additional 18 graduate semester hours of course work, to include a thesis.

NOTE: Courses in the PhD program are eight-weeks in length, and students are scheduled for one or two courses concurrently. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

Program Outline

To receive a Doctor of Philosophy in Psychology degree, students with a Master's degree must earn 60 graduate semester credit hours as described below. Students with a Bachelor's degree must complete an additional 18 graduate semester credit hours and ~~complete~~ a thesis to receive their Master's degree while enrolled in the Ph.D. in Psychology. The length of the master's entry program is approximately 44 months, whereas the length of the baccalaureate entry program is approximately 56 months.

Doctor of Philosophy in General Psychology Core Courses (60.0 credit hours)

Foundation Courses (27.0 credit hours)

*PSY701	Research, Ethics, and Scholarly Writing	3.0 credit hours
PSY710	Cognitive & Affective Basis of Behavior	3.0 credit hours
PSY720	Behavioral Neuroscience	3.0 credit hours
PSY730	Human Development	3.0 credit hours
PSY750	Theories of Learning and Motivation	3.0 credit hours
PSY760	Sociocultural Basis of Behavior	3.0 credit hours

PSY770	Cross-Cultural Methods of Tests and Measurements	3.0 credit hours
PSY780	Educational Psychology	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

PhD Research Continuation (21.0 credit hours)

RSM701	Quantitative Research I	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0 credit hours
RSM801	Quantitative Research II (Pre-requisite: RSM701)	3.0 credit hours
RSM802	Advanced Research Theory, Design, and Methods (Pre-requisite: RSM702)	3.0 credit hours
RSM815	Psychometrics (Pre-requisites: PSY770, RSM701)	3.0 credit hours
RSM816	Advanced Seminar in Program Evaluation (Pre-requisites: PSY770, RSM 701)	3.0 credit hours
***RSM821	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

****Pre-requisites for RSM821 are all program courses*

Dissertation Courses (12.0 credit hours)

DSS900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSS900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

Doctor of Philosophy in Psychology – Baccalaureate Entry (78.0 credit hours) Master of Science Foundation Courses (24.0 Credit Hours

*PSY701	Research, Ethics, and Scholarly Writing	3.0 credit hours
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
PSY730	Human Development	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

Master of Science Research Component (12.0 credit hours)

RSM701	Quantitative Research I	3.0 credit hours
RSM702	Research Design and Qualitative Methods	3.0 credit hours
PSY680	Capstone I	3.0 credit hours
*PSY689	Capstone II	3.0 credit hours

Pre-requisites: (PSY701, PSY502, PSY532, PSY542, PSY562, PSY730, PSY760, PSY770, RSM701, RSM702, PSY680, and PSY689)

*Prerequisite: PSY680

Core Courses (15.0 credit hours)

PSY710	Cognitive & Affective Basis of Behavior	3.0 credit hours
PSY720	Behavioral Neuroscience	3.0 credit hours
PSY750	Theories of Learning and Motivation	3.0 credit hours
PSY780	Educational Psychology	3.0 credit hours
EDU740	Curriculum Design	3.0 credit hours

PhD Research Continuation (15.0 credit hours)

RSM801	Quantitative Research II (Pre-requisite: RSM701)	3.0 credit hours
RSM802	Advanced Research Theory, Design, and Methods (Pre-requisite: RSM702)	3.0 credit hours
RSM815	Psychometrics (Pre-requisites: PSY770, RSM801)	3.0 credit hours
RSM816	Advanced Seminar in Program Evaluation (Pre-requisites: PSY770, RSM 701)	3.0 credit hours
***RSM821	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

****Pre-requisites for RSM821 are all program courses.*

Dissertation Courses (12.0 credit hours)

DSS900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSS900.

DOPR Residency	Doctor of Philosophy
DOPR2 Residency Two	Doctor of Philosophy

MASTER OF SCIENCE IN BEHAVIORAL HEALTH

Keiser University's Master of Science in Behavioral Health is a graduate level program designed to provide students with a comprehensive foundation in Applied Behavior Analysis (ABA). The curriculum supports career development across clinical, educational, and organizational settings through coursework in evidence-based assessment, intervention strategies, ethics, supervision, and applied research.

This program satisfies the current **coursework requirements** for eligibility to apply for Board Certified Behavior Analyst (BCBA) certification under Pathway 2 as described by the Behavior Analyst Certification Board (BACB).

Graduation from this program alone does not qualify students to sit for the BCBA examination. In addition to the required coursework, students must independently accrue supervised fieldwork hours that meet all BACB standards for supervision, structure, and documentation. While students will gain fieldwork experience through Practicum I and II, these courses are not designed to fulfill the total number of hours required for certification. **Students are responsible for identifying appropriate fieldwork opportunities and qualified supervisors to complete their field experience requirements.**

Students complete a thesis-equivalent research project that involves designing, implementing, and analyzing a single-subject experiment addressing a socially significant behavior. This project

requires students to conduct a literature review, collect and graph data, evaluate treatment effects, and produce a written report consistent with professional standards in behavior analysis.

Graduates of the program are prepared for careers in autism intervention and behavioral consultation. However, those pursuing BCBA certification must ensure they meet all supervised fieldwork and examination requirements independently through the BACB.

Program Mission

The mission of the Master of Science in Behavioral Health program is to train professionals in the science of Applied Behavior Analysis (ABA). The program prepares graduates to use ABA to assess, analyze, and intervene in a wide variety of behavioral health concerns, including autism spectrum disorders, psychiatric conditions, brain injuries, and organizational behavior management. Through rigorous coursework and supervised fieldwork, students gain expertise in the theoretical and empirical foundations of behavior analysis, behavior assessment, intervention planning, ethical practice, and research methodology. The program is designed to align with the educational requirements for eligibility to pursue Board Certified Behavior Analyst (BCBA) certification.

Program Goals

1. Equip students with comprehensive knowledge in the theory, concepts, and principles of applied behavior analysis.
2. Enable students to evaluate and integrate methodological and philosophical foundations to support ethical and professional standards in behavior analysis.
3. Develop students' ability to design and conduct functional behavior assessments and implement effective behavioral interventions by applying critical thinking skills, relevant data, cultural context and empirically supported research and practices.
4. Prepare professionals to apply behavior analytic principals to implement organizational behavior management and supervision strategies to improve performance, efficiency, and leadership in diverse settings.

Program Outline

To receive a Master of Science in Behavioral Health degree, students must complete 42 graduate semester credit hours (30 credit hours must be completed at Keiser University) as described below. The length of this program is approximately 28 months (112 weeks) (this will vary if a student transfers in credits).

Core Applied Behavioral Analysis Courses (21.0 credit hours)

Foundations and Concepts in Behavior Analysis 3.0 credit hours
Analysis and Assessment of Challenging Behavior 3.0 credit hours
Single Subject Research Design 3.0 credit hours
Intervention Planning and Implementation 3.0 credit hours
Organizational Behavior Management and Clinical Supervision 3.0 credit hours
Ethical Considerations in Basic and Applied Settings 3.0 credit hours
Advanced Theory and Philosophy of ABA 3.0 credit hours

Required Courses (9.0 credit hours)

Verbal Behavior 3.0 credit hours
Historical Perspectives: Regulatory Frameworks, Documentation, and Advocacy 3.0 credit hours
Intervention Strategies for Intellectual & Developmental Disabilities 3.0 credit hours

Specialization Courses (6.0 credit hours)

Behavioral Interventions for Brain Injuries	3.0 credit hours
Special Topics in ABA	3.0 credit hours
Performance Management in Sports	3.0 credit hours
Behavioral Approaches to Psychiatric Disorders	3.0 credit hours

Externships (6.0 credit hours)

Practicum I	3.0 credit hours
Practicum II	3.0 credit hours

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Program Description

The Master of Science in Clinical Mental Health Counseling is designed to provide students with comprehensive preparation for professional practice as a counselor through rigorous coursework and carefully supervised practical experiences in field settings. The program integrates mental health counseling theories and approaches, principles and practices of diagnosis, evidence-based treatments, and strategies for referral, prevention, and advocacy to meet the needs of diverse clients. Graduates will be prepared to assume a variety of positions in the counseling field and be equipped to model the highest standards and ethics of the profession.

Program Mission

The mission of the Clinical Mental Health Counseling Master's program is immersion of traditional and non-traditional students in an accessible, innovative, and flexible learning environment. Students prepare for a variety of counseling settings through a comprehensive online curriculum grounded in uncompromising practice of standards, promotion of cultural competence, development of social advocacy, and practice in applying counseling skills and dispositions to promote wellness. The core of the program is fueled on empowerment of students to build lasting relationships.

Program Goals

1. Perform the roles of a licensed counselor in regard to ethical practice related to individual and group needs and based around social and cultural diversity.
2. Utilize theories of lifespan development, career development, and relationship development to counsel across a variety of modalities.
3. Practice active involvement in the field by developing a professional identity through counseling organizations and the development and evaluation of programs and processes to support overall wellness.

Program Outline

To receive a Master of Science in Clinical Mental Health Counseling degree, students must earn 60 graduate semester credit hours as described below. The length of this program is approximately 44 months.

Master of Science in Clinical Mental Health Counseling Major Courses (60.0 credit hours)

Core Counseling Courses (36.0 credit hours)

MHC501	Foundations of Counseling	3.0 credit hours
MHC505	Counseling across the Lifespan	3.0 credit hours
*MHC510	Counseling Skills and Techniques	3.0 credit hours
MHC515	Counseling Theories and Practice	3.0 credit hours
MHC520	Ethical and Legal Issues in Counseling	3.0 credit hours
*MHC525	Group Theories and Practice	3.0 credit hours
MHC530	Career Counseling	3.0 credit hours
MHC535	Counseling Advocacy with Diverse Populations	3.0 credit hours
MHC540	Crisis Counseling	3.0 credit hours
MHC545	Counseling Intervention and Treatment Planning	3.0 credit hours
MHC550	Assessment in Counseling	3.0 credit hours
RSM610	Research and Program Evaluation	3.0 credit hours

MHC501 and MHC515 are taken in the first semester of the program. Students must successfully complete all core courses prior to enrolling in MHC660.

Specialization Courses (15.0 credit hours)

MHC555	Psychopathology and Diagnosis	3.0 credit hours
MHC560	Counseling in Community Settings	3.0 credit hours
MHC565	Couples and Family Counseling	3.0 credit hours
MHC570	Foundations of Addiction and Addictive Behavior	3.0 credit hours
MHC575	Counseling and Sexuality	3.0 credit hours

Clinical Experiences (9.0 credit hours)

*MHC660	Practicum in Counseling	3.0 credit hours
MHC661	Internship in Counseling I	3.0 credit hours
MHC662	Internship in Counseling II	3.0 credit hours

MHC660, MHC661, and MHC662 are clinical courses taken in last 3 semesters, consecutively.
***Denotates in-residency course that includes one weekend-long face to face residency.**

NOTE: Courses in the program are 16-weeks in length. Most courses are asynchronous in nature; however, some courses may require students to participate in activities at mandatory set times, online.

In-Residence Courses

- The M.S. in Clinical Mental Health Counseling requires three online courses (i.e., MHC510, MHC525, MHC660) that include a mandatory intensive on-campus residency component for one single three-day weekend (Friday-Sunday) during the 16-week semester in which the student is taking each of these classes. Students

will focus on skill development in individual and group counseling. Students will receive individual interaction, direction, and feedback from faculty members, opportunities to share experiences and insights with peers, and preparation for clinical work in practicum and internship settings.

- Attendance for the intensive on-campus/residency portions of the courses is required and part of the course grade. These courses are offered at specific times during the program. When following a typical student program plan, students will come to campus once per semester during the first year of the program and again while completing the practicum experience.
- A graduate course that is offered primarily online but has a minimum of even one session that meets the standard class session definition of a face-to-face class (e.g., one 50-minute class on a campus) will be certified as in-residence.

Clinical Experiences

Toward the end of the program, students will complete clinical experiences, referred to as practicum and internship. During this time, students have the opportunity to put into practice what they have learned in their coursework. Students will practice foundational counseling skills and gradually integrate more advanced skills, while receiving individual and group supervision.

Students will be responsible for selecting an appropriate site that can provide the types of activities, clients, and clinical supervision required. Students should consult with their academic advisor for details regarding their required experiences and supervisor qualifications.

Students are required to obtain a minimum of 100 hours of practicum experience and 600 internship hours. In some states, including Florida, students who do not graduate from an accredited program may be required to obtain a greater number of practicum/internship hours to fulfill licensure requirements. Students are encouraged to obtain a minimum of 1000 hours of clinical experience (of which 40% should be face-to-face client contact hours) to meet various state requirements.

Student Review and Retention

The program faculty conducts continuous reviews of students to assess progress throughout the program. Students are evaluated on appropriateness for the field of counseling, including consideration of the student's academic performance, professional development, and personal development. Students failing to demonstrate personal, professional, and/or ethical behaviors that relate to the ability to function as a counselor may be denied continuance in the program. Students are responsible for being familiar with and following all retention requirements and policies as stated in this catalog.

Licensure in Counseling

The M.S. in Clinical Mental Health Counseling was developed to be in line with national standards for licensure. All states require professional counselors to go through a licensing process; however, the specific rules and regulations vary by state. The program may not meet the specific licensure requirements in all states.

In general, the following are required to obtain licensure as a professional counselor: a master's degree in counseling, including state-specific coursework and supervised clinical experience; passing scores on one or more national and state-specific examinations; supervised post-master's clinical work; and demonstration of appropriate fitness to practice counseling.

The program prepares students for, but does not guarantee, licensure as a professional counselor. Students are strongly encouraged to contact their state licensing board to determine the requirements needed in the state in which they are seeking licensure prior to beginning any counseling program. For example, some states may have restrictions related to

online counseling programs. It is the responsibility of the student to verify the necessary requirements and plan to meet those requirements, if any.

MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Program Description

The Master of Science in Industrial and Organizational Psychology degree emphasizes behavior of individuals in businesses and organizations to determine how to improve performance and productivity for that organization. Graduates of the program apply cutting edge research and theory using quantitative skills at work every day. They factor human behavior into the successful business equation by motivating productivity, building resilient leadership, supporting employees, and managing organizational change.

Program Mission

Keiser University's Master of Science program in Industrial and Organizational (I/O) Psychology provides students with the knowledge and practical skills required to effectively address real-world workplace challenges. The curriculum emphasizes ethical and evidence-based decision-making, providing students with the ability to improve individual, team, and organizational performance. This program fosters critical thinking, professional communication, and the application of scientific research to real-world business issues, preparing graduates to make a meaningful impact in careers focused on human resources, leadership, and organizational development.

Program Goals

1. Understand diversity in individuals and apply application of ethical problem solving at the individual, social, and organizational levels in the field of psychology.
2. Apply the principles of effective research methods to analyze problems, evaluate scholarly research, interpret data, and propose solutions to address real-world challenges.
3. Understand I/O psychology as a science grounded in theory, research, and methods, applied to solving workplace challenges.
4. Demonstrate professional communication skills through organizing, thinking critically, and communicating ideas and information in documents, presentations, and publications.

Pre-requisites for Major Courses

- Bachelor's degree from an accredited institution.
  NOTE: Courses in the Master program are eight-weeks in length and students are scheduled for one or two courses concurrently. Master's Thesis courses are eight-weeks in length.

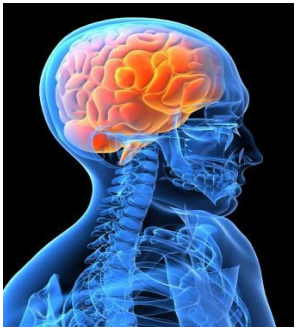
Program Outline

To receive a Master of Science in Industrial and Organizational Psychology degree, students must complete 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

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

*PSY501	Psychology of Decision-Making	3.0 credit hours
PSY523	Psychology of Leadership	3.0 credit hours
MAN672	Cross-Cultural Management	3.0 credit hours
MAN673	Organizational Change	3.0 credit hours
PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY570	Tests and Measurements	3.0 credit hours
RSM600	Quantitative Research	3.0 credit hours
RSM602	Research Design	3.0 credit hours
PSY680	Capstone I	3.0 credit hours
PSY689	Capstone II	3.0 credit hours

*PSY501 is the first course in the program.



MASTER OF SCIENCE IN PSYCHOLOGY

Program Description

The Master of Science in Psychology degree is a research-based program focused on career advancement in teaching, consulting, or administration. The program culminates in a master's thesis, which builds upon the foundation of information learned in the coursework. Graduates demonstrate a conceptual understanding of advanced psychology and contribute intellectually to the field.

Program Mission

Keiser University's Master of Science in General Psychology program provides a flexible curriculum with a research-focused foundation to deepen students' understanding of core psychological principles. Through a curriculum emphasizing critical analysis, ethical practice, and applied research, the program equips students with skills necessary to interpret, evaluate, and contribute meaningfully to psychological science. The program fosters independent scholarship and advances psychological knowledge to address real-world challenges in healthcare, business, and public service fields, while emphasizing practical application of psychological research to address the needs of various communities and organizations.

Program Goals

1. Gain knowledge of key principles and theories across different subfields of psychology.
2. Foster an appreciation of diversity through the application of multicultural research methods and psychological principles to understand individuals from various backgrounds.
3. Utilize appropriate methods to interpret and evaluate scientific literature and research data.
4. 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 Psychology degree, students must complete 36 graduate semester credit hours as described below. The length of this program is approximately 24 months.

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

*PSY501	Psychology of Decision Making	3.0 credit hours
PSY502	History and Systems of Psychology	3.0 credit hours
PSY521	Organizational Psychology	3.0 credit hours
PSY522	Human Resources Psychology	3.0 credit hours
PSY532	Health Psychology	3.0 credit hours
PSY542	Psychopathology	3.0 credit hours
PSY562	Evolutionary Psychology	3.0 credit hours
PSY570	Tests and Measurements	3.0 credit hours
RSM600	Quantitative Research	3.0 credit hours
RSM602	Research Design	3.0 credit hours
PSY680	Capstone I	3.0 credit hours
PSY689	Capstone II	3.0 credit hours

*PSY501 is the first course in the program.

SOCIAL SCIENCES

DOCTOR OF CRIMINAL JUSTICE

Program Description

The degree of DCJ is designed to produce students of crime and justice who possess: (1) a thorough understanding of criminal justice issues, (2) the intellectual and methodological skills necessary for the continuing process of discovery and understanding of crime- and justice-related issues, (3) the capacity for integrative and analytical thinking, (4) competency at transmitting knowledge, (5) problem-solving skills, and (6) effectively lead and manage criminal justice organizations.

The DCJ program will produce students capable of making contributions to the criminal justice

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

Program Mission

The Doctor of Criminal Justice program at Keiser University provides criminal justice practitioners with the skills and expertise to pursue advanced career opportunities in their field, ranging from military promotions to homeland security agencies and local law enforcement. By integrating criminological theory and practical skills with principles of ethical governance and leadership, the Doctor of Criminal Justice program equips students with a deeper understanding of how to translate academic insights into real-world improvements. Graduates will be prepared to apply theories and models to the management of criminal justice organizations and implement evidence-based policies and practices to effectively drive the administration of justice.

Program Goals

1. Develop and critically evaluate advanced leadership theories and ethical governance practices to guide transformative changes in criminal justice and criminology organizations.
2. Formulate, rigorously evaluate, and implement innovative criminological theories and justice policies
3. Prepare students to pursue advanced career opportunities in criminal justice-related fields.

Prerequisites for Major Courses

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

Program Outline

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

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

Foundation Courses (27.0 credit hours)

CRJ700	Proseminar in Criminal Justice and Criminology	3.0 credit hours
CRJ710	Criminological Theory	3.0 credit hours
CRJ715	Advanced Criminological Theory	3.0 credit hours
CRJ720	Criminal Justice Policies and Practices	3.0 credit hours
CRJ730	Police and Society	3.0 credit hours
CRJ750	Criminal Justice Program Evaluation	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
CRJ765	Crime and Punishment	3.0 credit hours
CRJ790	Special Topics	3.0 credit hours

Research Courses (9.0 credit hours)

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

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

ADP900	Applied Doctoral Project	2.0 credit hours

Residency Requirement

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

DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE AND CRIMINOLOGY

Program Description

The degree of Doctor of Philosophy in Criminal Justice and Criminology is designed to produce students of crime and justice who possess: (1) a thorough understanding of criminal justice and criminology issues, (2) the intellectual and methodological skills necessary for the continuing process of discovery and understanding of crime- and justice-related issues, (3) the capacity for integrative and analytical thinking, (4) competency at transmitting knowledge, (5) problem-solving skills, and (6) the ability to disseminate research findings in published scholarship.

Through the combined efforts of faculty and students, the Doctor of Philosophy program in Criminal Justice and Criminology produces students capable of making contributions to the criminal justice and criminology discipline through the academic and applied components of the discipline. The curriculum is designed to ensure that graduates are well equipped to participate in criminological positions emphasizing research and statistics, theory, and administration of justice.

Program Mission

Keiser University's Doctor of Philosophy in Criminal Justice and Criminology is dedicated to developing scholars and leaders who possess a comprehensive understanding of crime, justice, and criminology-related issues. Through a rigorous academic and practical curriculum, students are equipped with advanced research skills, theoretical insights, critical thinking abilities, and innovative problem-solving strategies to address complex challenges and transmit knowledge in the field of criminal justice and criminology. Graduates will be prepared to make significant contributions to the academic community and lead in relevant professional roles to enhance the administration of justice.

Program Goals

1. Develop students' ability to synthesize information and critically evaluate efforts to address the multifaceted safety needs of communities, encompassing corrections, law enforcement, homeland security, and the administration of justice.
2. Equip students to advance the field by conducting rigorous, evidence-based research to identify, analyze, and address systemic gaps or deficiencies in criminal justice and criminology services.
3. Prepare students for employment in research and academic positions in the field of criminal justice and criminology.

Pre-requisites for Major Courses

- Path One: Students may enter the Ph.D. in Criminal Justice and Criminology with a Master's degree from an accredited institution
- Path Two: Students may enter the Ph.D. in Criminal Justice and Criminology with a Baccalaureate degree in criminal justice or related social science from an accredited institution and a minimum undergraduate GPA of 3.0.

NOTE: Courses in the PhD program are eight-weeks in length, and students are scheduled for one course at a time. Dissertation courses are eight-weeks in length and students are scheduled for two dissertation courses per semester.

Program Outline

To receive a Doctor of Philosophy in Criminal Justice and Criminology degree, students with a Master's degree must earn 54 graduate semester credit hours as described below. Baccalaureate students may be awarded the M.A. en route to the Ph.D. These students may apply to be awarded the M.A. in Criminal Justice. To be eligible, students must have completed all degree requirements

of the M.A. in Criminal Justice. The length of the master's entry program is approximately 40 months, whereas the length of the baccalaureate entry program is approximately 58 months.

Doctor of Philosophy in Criminal Justice and Criminology Major Core Courses (54.0-81.0 credit hours)

Pre-requisite Courses (33.0 credit hours, for students without a Master's degree)

MACJ501	Seminar in Criminal Justice (co-requisite course)	3.0 credit hours
MACJ511	Seminar in Law Enforcement	3.0 credit hours
MACJ512	Seminar in Court Systems	3.0 credit hours
MACJ513	Seminar in Correctional Systems	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ550	The Juvenile Justice System	3.0 credit hours
MACJ580	Conflict Analysis and Resolution	3.0 credit hours
CRJ720	Criminal Justice Policies and Practices	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

(Pre-requisite: MACJ501, MACJ511, MACJ512, MACJ513, MACJ514, MACJ550, MACJ580, CRJ720, CRJ760, MACJ590, and MACJ610)

Foundation Courses (21.0 – 27.0 credit hours)

CRJ700	Proseminar in Criminal Justice and Criminology	3.0 credit hours
CRJ710	Criminological Theory	3.0 credit hours
CRJ715	Advanced Criminological Theory	3.0 credit hours
CRJ720	Criminal Justice Policies and Practices	3.0 credit hours
CRJ730	Police and Society	3.0 credit hours
CRJ750	Criminal Justice Program Evaluation	3.0 credit hours
CRJ760	Advanced Criminal Justice Leadership	3.0 credit hours
CRJ765	Crime and Punishment	3.0 credit hours
CRJ790	Special Topics	3.0 credit hours

Research Courses (15.0 credit hours)

RSM803	Advanced Research Design	3.0 credit hours
RSM700	Quantitative Research I	3.0 credit hours
RSM800	Quantitative Research II (Prerequisite: RSM700)	3.0 credit hours
RSM810	Qualitative Research	3.0 credit hours
RSM823	Advanced Research: Pre-Proposal and Literature Review	3.0 credit hours

* RSM823 is scheduled as the last course and is not scheduled with any other course.

Dissertation Courses (12.0 credit hours)

Students must complete six DSCJ900 courses.

DSCJ900	Dissertation	2.0 credit hours

Residency Requirement

Doctoral students must complete two residencies: one in the first year of the program, the second prior to DSCJ900.

DOPR	Doctor of Philosophy Residency
DOPR2	Doctor of Philosophy Residency Two

MASTER OF ARTS IN CRIMINAL JUSTICE

Program Description

Keiser University's Master of Arts degree in Criminal Justice provides an intensive study of theory and practice in the field of criminal justice. The program fosters independent learning and enables students to contribute intellectually to the corrections, law enforcement and administration of justice professions.

Students learn to manage components of the criminal justice system through course work in areas such as correctional systems, law enforcement, court systems, criminal justice and criminology theory, juvenile justice, gender, race, and crime, professionalism and ethics, criminal justice research, and management and leadership in criminal justice. Graduates demonstrate a conceptual understanding of advanced criminal justice systems and critically analyze and solve problems based on applied research methods.

Program Mission

Keiser University's Master of Arts degree in Criminal Justice provides an intensive study of theory and practice in the field of criminal justice. The program fosters independent learning and enables students to contribute intellectually to the corrections, law enforcement and administration of justice professions. Students learn to manage components of the criminal justice system through course work in areas such as correctional systems, law enforcement, court systems, criminal justice and criminology theory, juvenile justice, gender, race, and crime, professionalism and ethics, criminal justice research, and management and leadership in criminal justice. Graduates demonstrate a conceptual understanding of advanced criminal justice systems and critically analyze and solve problems based on applied research methods.

Program Goals

1. Cultivate well-rounded professionals equipped with the theoretical knowledge and practical skills to address contemporary challenges, promote justice, and enhance public safety within their communities.
2. Develop effective leaders who possess the skills to manage and communicate in a professional and ethical manner across criminal justice and community service settings in the public and private sector.

BACHELOR OF ARTS TO MASTER OF ARTS IN CRIMINAL JUSTICE ACCELERATED TRACK

Students enrolled in Keiser University's BACJ to MACJ accelerated track take the graduate course listed below in place of one undergraduate course, thus accelerating the completion of the

MACJ degree. Students enrolled in the BACJ with Forensics Concentration are also able to use this accelerated track to the master's degree.

Replace one of the following BA in Criminal Justice courses:

- CCJ3601 Deviant Behavior
- CCJ4644 White Collar Crime
- CJE4175 Comparative CJ Systems
- CJE3140 Private Security
- CCJ4661 Terrorism

With the following MA in Criminal Justice course:

- MACJ501 Seminar in Criminal Justice

Program Objectives

Keiser University's MACJ program enables students to contribute to the criminal justice profession and fosters independent learning. Upon completion of this program, students are able to:

- Evaluate an agency's ability to meet the safety needs of a community including corrections, law enforcement and administration of justice
- Evaluate, research and critically analyze gaps or deficiencies in criminal justice services
- Effectively and ethically lead and manage criminal justice, community services, and human/social services professionals in both public and private sectors
- Evaluate contemporary criminal justice systems and their policies and practices
- Evaluate the psychological basis, nature and causes of crime: typologies and offenders
- Demonstrate professional communication skills in writing through organizing, thinking critically, and communicating ideas and information in documents and presentations.

Pre-requisites for Major Courses

- Baccalaureate degree from an accredited institution. Students complete their capstone course in their last semester of enrollment. No elective courses are offered in this program.

NOTE: Courses in the MACJ program are eight-weeks in length.

Program Outline

To receive a Master of Arts in Criminal Justice degree, students must earn 33 graduate semester credit hours as described below. The length of this program is approximately 22 months.

Master of Arts in Criminal Justice Major Core Courses (33.0 credit hours)

MACJ501	Seminar in Criminal Justice (taken in first semester)	3.0 credit hours
MACJ511	Seminar in Law Enforcement	3.0 credit hours
MACJ512	Seminar in Court Systems	3.0 credit hours
MACJ513	Seminar in Correctional Systems	3.0 credit hours
MACJ514	Theory in Criminology and Criminal Justice	3.0 credit hours
MACJ580	Conflict Analysis and Resolution	3.0 credit hours
MACJ540	Professionalism and Ethics in CJ	3.0 credit hours
MACJ550	Juvenile Justice	3.0 credit hours
MACJ520	Policy Analysis in Criminal Justice	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

MASTER OF ARTS IN CRIMINAL JUSTICE WITH INTERDISCIPLINARY CONCENTRATION

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

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

MASTER OF ARTS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Program Description

Keiser University's Master of Arts degree in Homeland Security and Emergency Management provides an intensive study of topics related to protecting the U.S. from threats to Homeland Security. The program fosters independent learning and enables students to contribute intellectually to the areas of homeland security, border patrol and cyber security. Students learn to work in areas such as border patrol, airports, seaports and waterways; research and development of the latest security technologies; responders to natural disasters or terrorist assaults; analysis of intelligence reports, and other timely areas related to homeland security and emergency management. Graduates demonstrate a conceptual understanding of homeland security and topics related to protecting the U.S. from threats to homeland security and critically analyze and solve problems based on applied research methods.

BACHELOR OF ARTS TO MASTER OF ARTS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT ACCELERATED TRACK

Students enrolled in Keiser University's BAHS to MAHSEM accelerated track take the graduate course listed below in place of one undergraduate course, thus accelerating the completion of the MAHSEM degree.

Replace one of the following BA in Homeland Security courses:

- DCS3037 Recognition and Investigation of Terrorism
- DSC3211 Emergency Planning and Security Measures II
- DSC4031 Tactical Communications

With the following MA in Homeland Security course:

- MACJ501 Seminar in Criminal Justice

Program Goals

Keiser University's MAHS & EM program enables students to contribute to the homeland security profession and fosters independent learning. Upon completion of this program students are able to:

- Develop the knowledge and expertise to critically evaluate an agency's ability to prevent, detect, or respond to local, regional, state, and national incidents and emergencies.
- Build skilled professionals who are equipped to Evaluate, research, and critically analyze gaps or deficiencies in approaches/strategies to national safety and security.
- Develop effective leaders who possess the skills to manage and communicate in a professional and ethical manner across safety and security settings in the public and private sector.

Student Learning Objectives

Keiser University's MAHS & EM program enables students to contribute to the homeland security profession and fosters independent learning. Upon completion of this program students are able to:

- Describe comprehensive professional knowledge of key areas in U.S. homeland security and emergency management.
- Critically evaluate and analyze complex issues within U.S. homeland security and emergency management, applying higher-order thinking skills such as analysis, synthesis, and evaluation to address gaps or deficiencies in the field.
- Communicate clearly and logically in both written and oral formats, incorporating professional writing and presentation skills that meet APA standards, including organization, grammar, citations, and effective delivery.
- Apply ethical principles and effective leadership strategies in managing safety and security strategies and systems across diverse settings in the public and private sectors.

Pre-requisites for Major Courses

- Baccalaureate degree from an accredited institution. Students complete their capstone course in their last semester of enrollment. No elective courses are offered in this program.

NOTE: Courses in the MAHS & EM program are eight-weeks in length.

Program Outline

To receive a Master of Arts in Homeland Security and Emergency Management, students must earn 30 graduate semester credit hours.

Master of Arts in Homeland Security and Emergency Management Major Core Courses (30.0 credit hours)

MACJ501	Seminar in Criminal Justice (taken in first semester)	3.0 credit hours
MACJ540	Professionalism, Leadership and Ethics in CJ	3.0 credit hours
MACJ571	Seminar in Homeland Security	3.0 credit hours
MACJ573	Domestic and International Terrorism	3.0 credit hours
MACJ574	Cyber Security	3.0 credit hours

MACJ576	Border Security: Policies and Intervention	3.0 credit hours
MACJ585	Crisis & Emergency Management	3.0 credit hours
MACJ586	Intelligence and Investigations	3.0 credit hours
MACJ590	Research Methods in CJ	3.0 credit hours
MACJ610	Capstone	3.0 credit hours

MASTER OF ARTS IN INTERDISCIPLINARY STUDIES

Program Description

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

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

Pre-requisites for Major Courses

- Bachelor’s degree from an accredited institution.

Program Outline

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

	Graduate Elective Courses	Up to 24. credit hours
RSM551	Action Research I	3.0 credit hours
RSM611	Action Research II	3.0 credit hours

Course Descriptions

ACG5075 (3.0 credit hours)

Accounting for Decision Making

Students learn to analyze and present financial and managerial accounting data. Topics include measurement of costs, planning, forecasting, budgeting, cost/revenue/profit analysis, Sarbanes- Oxley Act and corporate trust. Pre-requisite: BUS510

ACG5138 (3.0 credit hours)

Advanced Financial Reporting and Accounting Concepts

Evaluate and apply advanced topics in financial accounting concepts to reporting and disclosure requirements. Ethical concepts are also discussed. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Financial Accounting with a minimum grade of "C")

ACG5255 (3.0 credit hours)

Advanced International Accounting Concepts

Apply and discuss the impact on financial reporting concepts, standards, and disclosures related to international accounting standards. Ethical standards as they relate to international accounting concepts is also covered. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Financial Accounting with a minimum grade of "C")

ACG6367 (3.0 credit hours)

Advanced Cost/Managerial Accounting

Analyze and interpret financial data used to support managerial decision making. Discuss ethical professional practices as they relate to managerial professionals. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Financial Accounting with a minimum grade of "C")

ACG6505 (3.0 credit hours)

Advanced Governmental and Fund Accounting

Analyze and interpret concepts, transactions, standards and practices for government and not-for-profit entities. Ethical considerations related to governmental and not-for-profit organizations are also discussed. The course covers fund accounting and grants. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Financial Accounting with a minimum grade of "C")

ACG6635 (3.0 credit hours)

Advanced Auditing Theory and Applications

Study the theory of auditing and the development of audit procedures used to obtain evidence, assess risk and report findings. The auditor's responsibilities related to professional standards is also discussed. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Auditing with a minimum grade of "C")

ACG6685 (3.0 credit hours)

Fraud Examination Concepts

Evaluate the theory, techniques, and professional standards relating to fraud examination. This course focuses on specific areas related to the recording and reporting of fraudulent activities, internal auditor responsibilities related to fraud examination, and fraud detection and prevention techniques. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Auditing with a minimum grade of "C")

ACG6687 (3.0 credit hours)

Fraud Examination Conduct and Procedures

Examine the theory of conducting a fraud examination, including a discussion of specific procedures used and the reasoning behind the use of these procedures. Coverage extends to ethical concerns used in investigating specific types of fraud committed. (Prerequisite:

Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Auditing with a minimum grade of "C")

ACG6688 (3.0 credit hours)

Fraud Examination and the Legal Environment

Examine professional standards and federal legislation related to fraud examinations including coverage of laws that preserve the rights of individuals suspected of committing fraud, the laws that govern civil and criminal prosecutions, the admittance of evidence, and the testimony of expert witnesses. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Auditing with a minimum grade of "C")

ACG6816 (3.0 credit hours)

Professional Accounting Research

Evaluate and use professional literature and technology to identify research and develop potential solutions to currently unresolved accounting problems with an emphasis on ethical concerns. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Accounting and Tax with a minimum grade of "C")

ACG6842 (3.0 credit hours)

Advanced Data Analytics for Accountants

Apply concepts related to data analytics used in specialized areas of accounting. Create flowcharts, template forms and other accounting documents using software. Use data analysis tools to identify and predict trends and to ensure there are proper controls associated with company information. Analyze new technology and the impact on the accounting profession.

ADP901 (2.0 credit hours)

Applied Doctoral Project

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

BCH6935 (2.0 credit hours)

Special Topics/Seminars

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

BSC6459 (3.0 credit hours)

Bioinformatics

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

BSC6905 (3.0 credit hours)

Directed Research and Scientific Writing

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

BUS510 (3.0 credit hours)

Advanced Decision Making

This course is an examination of the problems that plague habits of thinking and decision making/business analysis/problem solving and the skills needed to improve them in order to better problem-solve in today's changing business environment. Approaches to needs assessment, data collection, elicitation, decision and problem analysis, as well as solution and evaluation are covered. Students will apply a business analysis process to support advanced decision making/business analysis/problem solving and problem solving using real-world problem scenarios within today's organizations.

BUS583 (3.0 credit hours)

Strategic Planning and Implementation

This course focuses on business planning, strategy and organizational analysis. In MBA programs this course is often called "Strategic Management ". Strategic Management is the decision process that compares an organization's internal capabilities with the external opportunities and threats it faces in its environment. It is an ongoing process of analysis, planning, and action that attempts to keep a firm aligned with its environment while building on organizational strengths and exploiting environmental opportunities while minimizing organizational weaknesses and avoiding environmental threats. Strategic Management positions a business in terms of the products it produces, the processes it uses to produce them, the markets it serves, and the policies that guide its activities. Strategic Management is the decision-making process that formulates strategic plans, acquires resources, allocates resources to organizational units, and uses strategic control to ensure that the plans are carried out and that the goals and objectives are achieved. In general, Strategic Management is a proactive process that is intended to help managers effectively and efficiently achieve a firm's performance objectives in an unpredictable, turbulent environment. Organizational analysis emphasizes the design, functioning and structure of an organization. Also, we will examine contingency and entrepreneurial planning.

BUS651 (3.0 credit hours)

International Trade

Students gain knowledge of important theories, concepts, institutions and issues affecting international trade. Topics include theories on specialization and trade, reasons for and types of trade barriers, exchange rate systems, measures of balance of trade and payments, trade agreements and the role of international institutions such as the World Trade Organization, World Bank and International Monetary Fund. Students gain practical understanding through the use of real-world cases and projects. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

CES701 (3.0 credit hours)

Professional Orientation and Ethics

The course covers the history and philosophy of the counseling profession, as well as the counselor's professional roles, functions, and relationships with other human service providers. It emphasizes the competencies and responsibilities of counselor educators and supervisors. Discussion topics include 1) self-care strategies appropriate to the counselor role; 2) counseling supervision models, practices, and processes; 3) professional organizations, including membership benefits, activities, services to members, and current issues; 4) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; 5) the role and process of the professional counselor advocating on behalf of the profession; 6) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and 7) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (Program co-requisite)

CES841 (3.0 credit hours)

Advanced Counseling Theories

This course provides students with advanced training in the skills and knowledge required to teach counseling theories in a multicultural society. Students consider how they might advise supervisees who use the theories, and students will analyze challenges they may face related to teaching and supervising of these theories. Discussion topics include 1) an orientation to wellness and prevention as desired counseling goals; 2) counselor characteristics and behaviors that influence helping processes; 3) essential interviewing and counseling skills; 4) counseling theories that provide the student with models to conceptualize; 5) client presentation and selection of appropriate counseling interventions; 6) systems perspective that provides an understanding of family and other systems theories; 7) a general framework for understanding and practicing consultation; and

8) crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (Pre-requisite: CES701)

CES842 (3.0 credit hours)

Counseling Supervision

This course provides students with an overview of supervision theory and the opportunity to learn methods for planning, conducting and documenting individual and group supervisory sessions for counselors in training. Techniques will be synthesized, which will promote prospective counselors' development in assessment, intervention, evaluation, cultural competence, case conceptualization and documentation, self-evaluation, consultation, and effective use of supervision. This course will explore ethical and legal issues related to clinical supervision for counselors and counselors in training. (Pre-requisite: CES701)

CES843 (3.0 credit hours)

Multicultural Counseling and Advocacy

This course provides doctoral students with the awareness, knowledge and skills required of counselors, counselor educators, and counseling supervisors to be effective in a diverse society. This course is designed to enhance students understanding of responsibility of counselor educators to foster social change, provide leadership, and service the counseling professional and advocate for their community, clients, students, and profession. Students will use current research to examine the current trends and issues of the profession and identify how community, national, and international issues affect the counseling profession. Students

will also understand the processes of advocacy and social change. Discussion topics include 1) theories of multicultural counseling, identity development, and social justice; 2) counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and 3) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (Pre-requisite: CES701)

CES844 (3.0 credit hours)

Leadership, Consultation, and Program Evaluation

This course prepares students with the knowledge and skills related to the roles of consultant and program evaluator in various settings. Through a variety of practical discussions and assignments, students explore leadership theory and skills; consultation models and processes; program evaluation models and methods; and the availability of funding sources. Students synthesize knowledge and apply skills to case studies and real-life examples. (Pre-requisite: CES701)

CES845 (3.0 credit hours)

Instructional Methods in Counselor Education

This course provides doctoral students with the opportunity to examine historic and current theories and practices of teaching and learning and to prepare students to become competent teachers of counselor education. Students will examine instructional methods that are based on individual, environmental and psychological processes that determine knowledge and behavior change. The course offers an opportunity to examine processes that affect learning in a counselor education program. Students focus on various adult learning theories and how to work effectively with different learning styles, cultural dynamics, and diversity. They also learn how to apply strategies to help students acquire and apply knowledge and skills as well as how to evaluate learning outcomes. (Pre-requisite: CES701, PSY780)

CES850 (3.0 credit hours)

Advanced Research: Pre-Proposal and Literature Review

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval. (Pre-requisite: RSM701, RSM801, and RSM802)

CES860 (1.5 credit hours)

Practicum

This supervised practicum experience has a minimum of 100 clock hours over two 8-week periods (taken twice for a total of 16 weeks). The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision

contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Pre-requisite: CES701)

CES861 (1.5 credit hours)

Internship

This supervised experience takes place in a selected educational setting (clinical practice, research, or teaching). The course is taken repeatedly for a total of 600-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting. The internship is intended to reflect the comprehensive work experience of a professional counselor. Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of

1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients;

6 evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including

appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Pre-requisites: CES701, CES860)

CGS601 (3.0 credit hours)

Business Information Systems

Case based analysis of broad range of managerial as well as technical issues, technologies, and terminologies such as information systems high-level architecture, competitive advantage of information technology, software, information flow within organization, electronic commerce systems, leadership decision support systems, ethical and legal aspects of IS, and successful development of business solutions. (Prerequisite: Should be taken after core courses are completed or concurrently with last core course)

CGS602 (3.0 credit hours)

Enterprise Information Systems and Networks

This course provides a set of latest approaches in designing IT infrastructures aligning them with enterprise business activities at the architectural level, including business architecture, information architecture, solution architecture, and technology architecture. Topics include:

virtualization, OSI model. TCP/IP, IPv4, IPv6, modeling techniques used to represent logical and conceptual web enabled information system designs, access mechanisms, storage pools, encryption and data protection and various networking technologies in LANs/MANs/WANs. (Prerequisite: Should be taken after core courses are completed or concurrently with last core course)

CGS603 (3.0 credit hours)

Information Systems Management

This course is designed to teach students project management and system lifecycle management practices used in the management of business information systems. Students will learn steps, concepts, and terminology used in project management and necessary for Project Management Professional certification. Students will gain experience creating standard project management plans, documents, schedules and proposals, and have hands-on exercises using management tools such as Microsoft Project. Students will also learn important skills for project estimation, progress tracking, estimating return-on-investment, and prioritization. Students will be tested on their knowledge of PMP standards and assessed on their ability to use Microsoft Project and to create acceptable plan documents. (Prerequisite*:* Should be taken after core courses are completed or concurrently with last core course)

CGS604 (3.0 credit hours)

Strategic Management of Technology Innovation

The purpose of this course is to better understand the dynamics of industries driven by technological innovation, and to think strategically about technological innovation and new product development. This course provides a series of strategic frameworks for managing technology-intensive businesses. The emphasis throughout the course is on the development and application of conceptual models which clarify the interactions between competition, patterns of technological and market change, and the structure and development of organizational capabilities.

This course immerses students in the new product development (NPD) process with the objective of learning key tools and methods, and applying them to case studies, exercises and the course project. Products are viewed through three lenses: (1) performance on quantifiable attributes, (2) appeal due to emotional characteristics, and (3) cost/technology tradeoffs. The NPD process is investigated through its five key phases: (a) ideation, (b) concept generation & selection, (c) detailed design, (d) prototyping & testing, and (e) ramp-up & product launch. Special topics include mass customization and parallel prototyping. (Prerequisite: Should be taken after core courses are completed or concurrently with last core course)

CGS605 (3.0 credit hours)

Technology Forecasting and Analysis

This course covers both statistical and machine learning algorithms for prediction, classification, visualization, dimension reduction, recommender systems, clustering, text mining and network analysis. (Prerequisite: Should be taken after core courses are completed or concurrently with last core course)

CIL743 (3.0 credit hours)

Curriculum: Advanced Theory and Research

Curriculum change is an inevitable element of education reform, both at the K-12 and Higher Education levels. This course is designed to create competent leaders in curriculum to guide institutions in the reform to improve student achievement. Students will examine current theory and practice in the field, as well as evaluating major curriculum theories for applicability to specific programs and courses of study. In addition, emphasis will be on

current developments in curriculum affecting education reform and the professional organizations that influence curriculum decisions.

CIL744 (3.0 credit hours)

Instruction: Advanced Theory and Research

This course highlights the instructional paradigms of learning and the assumptions of various theories that describe the roles of learners and instructors. Students research the relationship between learning theory and instructional theory and how this relationship affects decision- making in educational settings. This course will also highlight institutional collaboration and innovation that impacts instructional decisions and educational outcomes.

CIL745 (3.0 credit hours)

Assessment for Student Learning

Assessment, measurement, and evaluation are investigated in this class as critical aspects of student learning and institutional improvement. Students will evaluate various factors that influence the quality of an evaluation system, as well as assessment communication processes at all levels within an educational institution. Topics also include best practices for development and delivery of standardized testing, teacher-made tests, rating scales for performance, rubrics for evaluating student work, methods of effective feedback, and instructional modification based on assessment.

CIL746 (3.0 credit hours)

Curriculum and Instruction for Professional Development

School and higher education leaders allocate considerable resources to develop faculty. This course explores models and processes that can guide decisions about effective curriculum and instruction to improve faculty performance Students will also analyze research on best curriculum planning practices and theory for specific and targeted professional development tie to institutional goals and visions.

CRJ700 (3.0 credit hours)

Proseminar in Criminal Justice and Criminology

This course is designed to provide doctoral students a comprehensive review of the criminal justice system and research. The central focus of this course is to analyze criminal justice policies and case studies relevant to crime, police use of force, capital punishment, and the relationship between crime and immigration in the United States.

CRJ710 (3.0 credit hours)

Criminological Theory

This course is an overview of major criminological paradigms. This course will further focus on crime causation through the exploration of biological, psychological, and sociological theories, giving particular attention to the study of crime from a “cause of crime” perspective and their importance for understanding the current state of criminological theory.

CRJ715 (3.0 credit hours)

Advance Criminological Theory

This course is an examination of the conceptual, logical, and empirical adequacy of major criminological theories. This course will focus on biological, psychological, social and integrative theories of criminal behavior. The course will further focus on the application of theories that explain individual criminal behavior and aggregate criminal behavior.

CRJ720 (3.0 credit hours)

Criminal Justice Policies and Practices

The study of criminal justice policies and practices will provide doctoral students with a critical understanding of crime and operations of the criminal justice system. Further, students will examine criminal justice policies in the United States and practices, to include problems, issues, and tasks that confront criminal justice policy makers.

CRJ730 (3.0 credit hours)

Police and *Society*

This course is designed to provide doctoral students a comprehensive review and examination of current issues in police practices, operations, and police organizations. Topics such as police authority, police conflict, police militarization, and police interaction with society.

CRJ740 (3.0 credit hours)

Seminar in Comparative *Criminal Justice and Transnational Crimes*

This course is an advanced comparative analysis of the global criminal justice systems and will cover transnational crimes, and criminal justice response to those crimes. Topics will cover, but not limited to human trafficking, cybercrime, drugs and weapons trafficking, piracy, and terrorism.

CRJ750 (3.0 credit hours)

Criminal Justice Program Evaluation

This course is designed to provide doctoral students a comprehensive review of tools, key concepts, methods, and approaches used by criminal justice policy makers and policy analysts. Topics will include identifying programs to evaluate, creating program descriptions, identifying stakeholders, establishing logic models and evaluation questions, applying evaluation techniques, and providing evaluation reports to decision makers for a social program. Specifically, the range of activities will cover designing, implementing, and assessing a social program of the students choosing.

CRJ760 (3.0 credit hours)

Advanced Criminal Justice Leadership

This course is designed to provide doctoral students a comprehensive review of identifying problems in the criminal justice system and providing viable solutions to criminal justice management. A thorough examination of current literature will provide a practical and educational experience on various leadership models for strategic and critical thinking; and the impact of management decisions on criminal justice and community organizations.

CRJ765 (3.0 credit hours)

Crime and Punishment

This course is designed to provide doctoral students a comprehensive review of sentencing, corrections, and research. The central focus of this course is to analyze criminal justice policies and case studies relevant to historical and contemporary issues facing corrections, sentencing, community corrections, prisons, and capital punishment. The theoretical perspectives of the relationship between crime and punishment in the United States with also be discussed.

CRJ770 (3.0 credit hours)

Homeland Security: Counterterrorism and Counterintelligence Strategies

This course is designed to provide doctoral students a comprehensive review of the Homeland Security enterprise and current management approaches related to homeland security,

including topics such as counterterrorism and counterintelligence strategies. Specifically, students will examine methodologies and analytic tools, review literature, and case studies on intelligence failures.

CRJ780 (3.0 credit hours)

Organizational and Interpersonal Conflict Management and Resolution

This course provides an overview of major organizational and interpersonal conflict management and resolution theory and practice paradigms. This course will focus on the nature of conflict, conflict perspectives, needs and interests, goals, structure of conflict, styles of organizational and interpersonal conflict management and resolution, communication and motivation, negotiation and mediation, crisis intervention, and conflict as it relates to culture and diversity.

CRJ790 (3.0 credit hours)

Special Topics

This course is designed to provide doctoral students a comprehensive review of current research from a range of perspectives in criminal justice (focus of course is on specific research expertise of faculty).

DBA700 (3.0 credit hours)

Foundations in Business Research Writing

The course focuses on business research writing and enables students to gather and assess information and ideas in the exercise of academic inquiry. The course provides a solid foundation necessary for academic writing, from identifying a problem to submitting a paper for publication. Topics include: problem identification, formulating a hypothesis, finding and using authoritative sources, paraphrasing and summarizing information, writing literature reviews, identifying a methodology, evaluating and interpreting results, crediting sources, and writing, revising, and formatting the research paper. (Program co-requisite)

DBA710 (3.0 credit hours)

Management and Leadership Approaches

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

DBA720 (3.0 credit hours)

Global Business

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

DBA730 (3.0 credit hours)

The Global Economy

The course examines how to better understand the economic environment by studying periods of prosperity and crises in domestic and global settings. The primary focus will be on the events leading up to economic crises and recoveries and the analysis and synthesis of data used to forecast those movements. Topics will include financial system crises, natural disasters, wars, inflation (or deflation), risk and volatility measures, and econometric models. Doctoral students

will utilize event studies, classroom discussions, and brief assignments that will allow them to better understand both short-term and long-term consequences of domestic and global economic events. There will be a heavy emphasis on the adaptation of organizational strategies to reflect current economic realities and possible outcomes. (Co-requisite: DBA700)

DBA740 (3.0 credit hours)

Financial Theory and Policy

Doctoral students will learn the seminal theories which form the foundation of finance. These theories include, but are not limited to, the capital asset pricing model, arbitrage pricing theory, option pricing theory, and the Modigliani-Miller theorems. Additional topics such as the term structure of interest rates, capital budgeting, the Efficient Market Hypothesis, capital structure, dividend policy and international business will also be studied. (Co-requisite: DBA700)

DBA750 (3.0 credit hours)

Marketing Management

The course covers the full range of principles, theories, and practice of management of the marketing function. Students will learn the theories of the field including both key seminal literature and current published research. Students will explore problem-solving techniques for practical application through cases and modeling techniques, and will study current developments in marketing from both academic and practitioner perspectives. (Co-requisite: DBA700)

DBA760 (3.0 credit hours)

Strategic Decision Making for Managers

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

DBA810 (3.0 credit hours)

Micro Organizational Behavior

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

DBA820 (3.0 credit hours)

Macro Organizational Behavior

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

the impact of workforce demographic change and labor market inequality, organizational learning processes, social networks, and firm formation processes. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

DBA830 (3.0 credit hours)

Decision Making and Risk Analysis

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

DBA850 (3.0 credit hours)

Organizational Design and Development

The purpose of this course is to provide the theoretical background and current research in the design and development of organizations. Students will receive extensive exposure to the scientific method, various research methodologies, and the use of relevant academic research. An organization's design or architecture provides the framework through which an organization aims to realize its competitive advantages and core competencies. It provides the infrastructure into which processes are deployed to match the organization's strategy. Organizational development is the ongoing process by which organizations align themselves with the internal and external environments. Topics include organizational structures, organizational systems, re-engineering, resource allocation, and organizational change. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

DBA860 (3.0 credit hours)

Emerging Management Theories

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

DBR800 (3.0 credit hours)

Methods and Analysis of Quantitative Research

Quantitative Research is a course in applied statistics introducing doctoral students to descriptive and inferential statistics for doctoral-level research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research-based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research.

DBR810 (3.0 credit hours)

Survey Research Methods

The survey research methods course is designed to provide doctoral students with the theoretical underpinnings and analytical skills to conduct survey research. Topics include: The steps of planning and conducting a survey, linking survey goals or research questions to survey design,

implementing research strategies, and sampling and analyzing descriptive survey data. Students will create a pilot survey in preparation for their dissertation research. (Pre-requisite: DBA700)

DBR811 (3.0 credit hours)

Mixed Methods

This course provides students with an understanding of mixed methods (qualitative and quantitative) approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be analyzed. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to business problems. While there are pragmatic advantages to combining qualitative and quantitative methods, it is important to know that there are philosophical debates about combining these distinct approaches. Students need to understand the paradigmatic backgrounds of each approach and how to deal with these paradigm differences to answer real-world research questions. (Pre-requisite: DBA700, DBR800, DBR810)

DBR812 (3.0 credit hours)

Business Research and Publication

The course focuses on academic/scholarly research writing and procedures regarding how to publish and present in the academic conferences. The course provides a solid foundation necessary for academic writing, from producing an academic article to submitting for publication.

DCP700 (3.0 credit hours)

Gross Anatomy 1 – Appendicular Skeleton

This course covers the detailed anatomy of the skeletal and muscular systems of the appendicular skeleton. The appendicular anatomy track covers the detailed anatomy of the upper and lower extremity along with clinical correlations and case presentations. The course uses the Anatomage table which provides a unique and extraordinary experience in virtual dissection of the human body.

DCP701 (4.0 credit hours)

Spinal Anatomy

This course covers the detailed anatomy of the skeletal and muscular systems of the axial skeleton. The spinal anatomy track covers the detailed anatomy of the spine, along with clinical correlations and case presentations. The course uses the Anatomage table which provides a unique and extraordinary experience in virtual dissection of the human body.

DCP702 (2.0 credit hours)

Patient Care 1 – Introduction & Vital Signs

This course introduces students to the general principles of interpersonal communication through history taking and patient interviewing. Concepts of the basic framework of the patient interview and examination of potential bias in data gathering is explored. General principles of physical examination of vital signs and range of motion evaluation will also be introduced in this course. Students will be required to successfully complete the Medical Terminology module prior to progressing in this course.

DCP703 (4.0 credit hours)

Thoracic Spine Technique

This course continues with the biomechanics and kinesiology of the spine, including the biomechanics of gait. The experiential portion of the class focuses on the assessment of joint structure and function, and palpation (static and dynamic). The course also continues with

instruction on spinal manipulation therapy including the physiological basis for spinal manipulative and the various types of manual and manipulative therapies. Contraindications and complications of manual and manipulative therapies are covered and supported by case discussions. Students apply the principles to developing skills in spinal palpation in a supervised laboratory setting.

DCP704 (2.0 credit hours)

Patient Care 2 – Communication

This course further develops students in the general principles of interpersonal communication through history taking and patient interviewing focusing on motivational interviewing techniques. Further development of patient assessment skills in range of motion, vital signs and gait analysis will also be covered. Introduction of patient assessment skills in basic neurological testing and muscle testing will be covered. Clinical reasoning concepts such as visceral pain referral patterns and tissue specific differential will be introduced.

DCP705 (4.0 credit hours)

Lumbar Spine & Pelvic Technique

This course continues with a more in-depth discussion of the biomechanics of the locomotor system. Topics include stress/strain curves, length-tension relationships, hysteresis, and the response of various types of tissues to loads and forces. Emphasis is placed on clinical relevance, particularly as related to lower back pain and associated disorders. Therapeutic approaches include lumbar stabilization methods, distraction, decompression therapy, movement pattern approaches, and muscle energy technique. Experiential sessions include the development of psychomotor skills related to manual and manipulative therapies of the lumbar, pelvis and sacroiliac joints.

DCP706 (2.0 credit hours)

Patient Care 3 – Introduction of Orthopedic & Neurological Examination

This course introduces orthopedic examination techniques in assessment of the musculoskeletal system. Further development of patient assessment skills in neurological examination and muscle testing will also be covered. Clinical reasoning concepts of tissue specific diagnosis will be further developed in correlation with orthopedic and neurological examination. The influence of psychosocial factors in the presentation of musculoskeletal pain will also be introduced.

DCP707 (4.0 credit hours)

Palpation & Psychomotor Skills

This course introduces students to the basis of general principles of surface anatomy, biomechanics and kinesiology, palpation of the cervical region, thoracic region, lumbar region, upper extremities, and lower extremities. Characteristics of normal and abnormal spinal structure and function; general principles of spinal manipulative therapy including an introduction to the psychomotor skills required for assessment of the axial and appendicular structures to practice spinal manipulation. An introduction to posture and gait analysis including the mechanics of normal and abnormal posture.

DCP708 (4.0 credit hours)

Cervical Spine Technique

This course continues with developing skills in spinal manipulation. Manipulation techniques for the upper and lower cervical spine, and cervico-thoracic regions are introduced and practiced. Functional anatomy, clinical biomechanics, assessment, contraindications, and practice guidelines

are all discussed in the context of clinical case management. A special focus is given to the topic of vertebrobasilar complications of manipulative therapy.

DCP709 (4.0 credit hours)

Pathology 2

This second course in Pathology continues with the study of specific organ pathology. Included are diseases of the blood and lymphatic vessels, kidneys and urogenital organs, heart and lungs, liver and alimentary tract, nervous system, endocrine glands, breasts, skin, bones, joints and skeletal muscle. Clinical cases and correlations are presented throughout the course.

DCP710 (5.0 credit hours)

Biochemistry 1

This is the first of a two-course sequence in biochemistry applied to the study of human health and disease. In the first course, the nature of macromolecules is discussed, including their synthesis, function, and degradation; this is followed by a detailed presentation of amino acids, proteins, enzymes, and nucleic acids, along with clinical correlations allowing for a deeper understanding and appreciation of the nature of molecular and biochemical regulation of metabolism and health.

DCP713 (3.0 credit hours)

Physiology 1

This is the first of a two-course sequence in physiology applied to the study of human health and disease. The first course covers the nature of homeostasis and homeostatic mechanisms, nerve, and muscle physiology, as well as the physiology of the endocrine system and gastrointestinal system. In addition to the weekly lectures, there are small group facilitated sessions in which the physiological principles are discussed in relation to clinical cases and presentations. Virtual laboratory assignments allow students to observe the integration of physiological systems and role of physiological regulation in maintaining homeostasis.

DCP715 (3.0 credit hours)

Physiology 2

This is the second of a two-course sequence in physiology applied to the study of human health and disease. In the second course, the physiology of the cardiovascular, respiratory, renal, gastro-intestinal, and hematology systems is discussed in lectures as well as in small group facilitated sessions in which clinical presentations are used to illustrate the physiology principles. The two course sequences of physiology and biochemistry are considered preparatory for the study of pathology.

DCP716 (3.0 credit hours)

Patient Care 4 – Physical Exam & Clinical Reasoning

This course introduces physical exam procedures of EENT, Chest and Abdomen. Further development of patient assessment skills in orthopedic examination to distinguish orthopedic findings from visceral will also be covered. Clinical reasoning concepts visceral pain patterns versus orthopedic pain patterns will be further developed. The influence of psychosocial factors in the presentation of visceral pain will also be introduced.

DCP718 (4.0 credit hours)

Patient Care 5 – Introduction to Systems Disorders & Lab Diagnosis

This course introduces clinical laboratory test interpretation, including hematology, blood chemistry, urinalysis, and serology. Students learn the appropriate use of clinical laboratory tests that can be performed in the office as well as appropriate methods of specimen collection and

handling. Standard diagnostic lab protocols as well as preventative screening lab protocols are introduced. Students are introduced to the concepts of test sensitivity and specificity, and normal and abnormal values in the context of diagnostic lab testing.

DCP719 (5.0 credit hours)

Clinical Methods 1 – Musculoskeletal Exam of Spine & Extremities

This course further develops the student to the processes of interviewing the patient to elicit a medical history and conducting a physical examination pertaining to clinical reasoning scenarios of the MSK system of the spine and extremities. Communication skills, reasoning, documentation and professionalism are emphasized in the elicitation of the patient's history. The student is further developed top advanced principles and skills needed to perform a thorough physical examination of a patient, including assessment in the proper use of diagnostic instruments comprising their "doctor's bag". The course emphasizes the importance of integrating the information elicited during the interview of the patient with the physical examination. Simulators, manikins, and live models are used in the experiential sessions.

DCP720 (3.0 credit hours)

Chiropractic Office Procedures & Marketing Essentials

This course introduces the student to the business of operating chiropractic practice. A variety of practice settings and contexts are discussed including solo practice, system-based practices, and franchise practices. Also included is an introduction to practice promotion and marketing applicable to the various practiced models. Strategic and financial planning and professional liability insurance for the professional practice are also discussed.

DCP722 (2.0 credit hours)

Histology

This course covers the microanatomy of the human body, including the basic tissue types and their structural and functional anatomy, and the application of this information to the structure and function of organs and systems. Clinical correlations are included throughout the course to provide relevance and context. Virtual microscopy provides a rich multi-media instructional experience.

DCP723 (5.0 credit hours)

Gross Anatomy 2

The second course in Gross covers the anatomy of the viscera (circulatory, digestive, respiratory, urogenital, and endocrine systems). Clinical examples are used throughout the course enabling the student to integrate basic science information into a clinical context. Wherever possible, pathologic anatomy is presented and discussed.

DCP724 (5.0 credit hours)

Gross Anatomy 3

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

DCP725 (1.0 credit hour)

Embryology & Genetics

This course covers human development from gametogenesis through embryogenesis and birth, as well as an introduction to genetics and genetic disorders. Clinico-pathologic correlations are included providing clinical context and relevance.

DCP726 (3.0 credit hours)

Extremity Technique

This course has two sections. The biomechanics, functional anatomy and kinematics of the extremities are discussed in the context of normal function as well as in clinical musculoskeletal conditions commonly seen in chiropractic practice. Experiential sessions will include manual and manipulative procedures applied to the extraspinal articulations. The course also covers the examination and treatment of the soft tissue injuries of the upper and lower extremities.

DCP727 (1.0 credit hour)

Clinical Case Conference

This course will engage students in a clinical case conference format to discuss actual cases chosen as illustrative of key learning points covered during the current week of study. The cases chosen also illustrates the steps used in the clinical reasoning process. Occasionally, standardized patients or actual patients may be present during a clinical case conference.

DCP728 (4.0 credit hours)

Patient Care 6 – Systems Disorders 1

This course further develops the student to the processes of interviewing the patient to elicit a medical history and conducting a physical examination of the patient. Communication skills, reasoning, documentation and professionalism are emphasized in the elicitation of the patient's history. The student is further developed top advanced principles and skills needed to perform a thorough physical examination of a patient, including assessment in the proper use of diagnostic instruments comprising their "doctor's bag". The course emphasizes the importance of integrating the information elicited during the interview of the patient with the physical examination. In addition, this course surveys the common disorders and diseases of the cardiovascular, respiratory, gastrointestinal and genitourinary systems. Emphasis is placed on the etiology, clinical presentations, differential diagnosis, and treatment of the most common disorders of these systems. Risk factors in the etiology and recognition of these disorders, and their relevancy to chiropractic practice are discussed.

DCP729 (4.0 credit hours)

Clinical Methods 2 – Advanced Orthopedic & Neurological Clinical Reasoning

This course further develops clinical reasoning as it pertains to neurological disease. Major disorders and diseases are covered as well as further development of the neurological examination of the patient to arrive at a differential diagnosis. Topics include brain disorders, central nervous system disorders, balance disorders, seizure disorders, sleep disorders, congenital and acquired conditions of childhood (including cerebral palsy and muscular dystrophy), cerebrovascular disease, nervous system infections and neoplasms, demyelinating diseases, progressive neurologic disorders, peripheral neuropathies, and spinal cord injury. Emphasis is placed on relevance to chiropractic practice and differential diagnostic skills.

DCP730 (2.0 credit hours)

Chiropractic Jurisprudence – Billing & Coding

This course focuses on healthcare law and jurisprudence. Laws related to the regulation of chiropractic practice are discussed. Students are introduced to the various rights and legal obligations of providers to their patients. The wide range of topics covered include professionalism, ethics and boundaries, cultural competency, personal and professional use of electronic media, HIPAA, interpersonal skills, contemporary issues, and controversies related to the legal regulation of health care practices, particularly chiropractic. Topics include how to accurately use diagnostic and procedure codes in clinical practice, how to properly document care according to federal regulations, how to create a fee schedule for chiropractic practice, how to properly file insurance claims, and Medicare compliance. This course also prepares students for the coding, billing, and documentation for their clerkship within the University teaching clinic system.

DCP731 (6.0 credit hours)

Neuroscience

This course provides for an in-depth study of the structure and function of the nervous system. It includes a detailed study of the anatomy of the brain and spinal cord; a detailed study of the central and peripheral neurophysiology, as a prelude to the study of neuropathology and neurodiagnostic; the role of the nervous system in regulating human health and homeostasis; the role of the nervous system in maintaining balance and posture, and the pathophysiology involved in disorders of gait, posture and balance, central and peripheral nervous system plasticity; and essentials of physiological psychology.

DCP732 (3.0 credit hours)

Pathology 1

This is the first of a two-course sequence in pathology. The first course covers the general principles of pathology, including the nature of inflammation and healing, the reaction of cells and tissues to injury, hyperdynamic Disorders and shock, infection, radiation, metabolic disturbances, and genetic disease. Environmental disease and the nature of neoplasms, hypersensitivity reactions, autoimmune disease.

DCP733 (2.0 credit hours)

Clinical Case Correlation

This course will engage students in an in-depth analysis of the clinical reasoning steps to arrive at diagnostic impressions in complex cases. Analysis topics include complex pattern recognition, heuristic approaches to clinical reasoning, narrowing of differential diagnosis through analysis and evidenced-based approaches to diagnostic algorithms. Case studies, clinic patient cases and standardized patients will be used in presenting diagnostic challenges for student analysis.

DCP734 (4.0 credit hours)

Patient Care 7 – Systems Disorders 2

This course will engage students in an in-depth analysis of the clinical reasoning steps to arrive at diagnostic impressions in complex cases. Analysis topics include complex pattern recognition, heuristic approaches to clinical reasoning, narrowing of differential diagnosis through analysis and evidenced-based approaches to diagnostic algorithms. Case studies, clinic patient cases and standardized patients will be used in presenting diagnostic challenges for student analysis. This course surveys the common disorders and diseases of the eye, ear, nose and throat. endocrine and immune systems. This course also includes sections devoted to dermatology and mental health conditions encountered in chiropractic practice. Emphasis is placed on the etiology, clinical

presentations, differential diagnosis, and treatment of the most common disorders of these systems. Risk factors in the etiology and recognition of these disorders, and their relevancy to chiropractic practice are discussed.

DCP735 (4.0 credit hours)

Clinical Methods 3 – Viscera, EENT Exam

Students further develop diagnostic examinations skills as they relate to EENT disorders and disorders of the viscera and integument systems. Diagnostic algorithms are emphasized in the development of a working diagnosis based on examination of these systems.

DCP736 (2.0 credit hours)

Patient Care 8 – Systems Disorders 3

Students discover the physiological, psychological, and functional changes that occur with aging and the multifaceted aspects of pediatric and geriatric care. Cases are function-focused and incorporate common diseases in older adults. In addition, topics in woman's health and pediatric care focusing on conditions that present to the chiropractic office are covered. Discussion based management of referral and discharge of select cases are reviewed.

DCP737 (2.0 credit hours)

Myofascial Technique

This course further develops the student's evaluation skills of dysfunctional myofascial patterns including the cross syndromes. The effect of dysfunctional myofascial patterns on the kinetic chain is emphasized. Treatment options and protocols are introduced.

DCP739 (2.0 credit hours)

Clinical Methods 4 – Special Populations

Students further develop diagnostic examinations skills as they relate to special populations with emphasis on pediatric and geriatric examinations. Diagnostic algorithms are emphasized in the development of a working diagnosis based on examination of these systems.

DCP740 (5.0 credit hours)

Clinical Development

In this course, students begin to co-manage patients and eventually assume responsibility for managing patients under the direct supervision of a licensed chiropractic physician students' clinical experiences are tracked regularly and monitored to ensure that each student is exposed to a wide variety of clinical cases, and experiences Clinical training sites include university-based clinics as well as community-based clinics. Whenever possible, efforts are made to provide inter-professional education and collaboration opportunities, particularly with other health care students at Keiser University. In this pre-clerkship stage, students are prepared for their upcoming clerkship. Students will be trained in clinic policies, procedures, and requirements. Special emphasis will be placed on the record-keeping system, compliance issues and the clinical exam skills needed for the Clinic Entrance Exam.

DCP742 (3.0 credit hours)

Clinical Biomechanics

This course will further develop the students understanding of the clinical biomechanical principles of the musculoskeletal system.

DCP744 (4.0 credit hours)

Biochemistry 2

This is the second of a two-course sequence in biochemistry applied to the study of human health and disease. In the second course, carbohydrate and lipid metabolism are covered in detail, along with clinical examples emphasizing disorders of major concern such as diabetes, obesity, and atherosclerosis. This course also introduces the student to the role of diet and nutrition in relation to biochemical processes of digestion and metabolism.

DCP751 (3.0 credit hours)

Diagnostic Imaging: Normal Radiographic Anatomy, Anomalies, & Trauma

Introduces normal radiographic anatomy and common anatomical variants of the skeletal system prior to musculoskeletal trauma. Engages students to develop clinical decision-making skills in assessing the necessity of diagnostic imaging studies based on presenting history and symptoms. Students will have the opportunity to develop a search pattern and determine appropriate referrals when assessing variants and traumatic injury.

DCP752 (3.0 credit hours)

Diagnostic Imaging: Tumors, Infection, HMEN & Dysplasia

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

DCP753 (3.0 credit hours)

Diagnostic Imaging: Arthritic Disorders, Visceral & Advanced Imaging

Reinforces a systematic approach to the interpretation of radiographs with a refinement of search pattern strategies. Students will have the opportunity to develop radiographic interpretation and differential diagnostic skills in arthritic and rheumatologic musculoskeletal pathologies, as well as common pathologies of the thoracic and abdominal cavities. Engages students to develop clinical decision-making skills in clinical management of arthritic and rheumatologic musculoskeletal pathologies, as well as common pathologies of the thoracic and abdominal cavities through case-based scenarios.

DCP762 (1.0 credit hour)

Introduction to Chiropractic

This is an introductory course to the chiropractic profession. It covers the history of manipulative therapy from antiquity to the present, with an emphasis on the pre-history and history of the chiropractic profession. Also included are a general introduction to the profession and its practice, nationally and internationally; its educational, political and sociological context and relationship to the other health professions; the course concludes with a discussion of key historical figures in the development of the chiropractic profession, and factors influencing the continued development and evolution of the profession around the world.

DCP767 (2.0 credit hours)

Neurological & Spinal Pain Models

This course focuses on various neurological models for spinal joint dysfunction and manipulation. The nature of pain, its origins, mechanisms, and alleviation are discussed. Manipulative therapy is discussed in a variety of clinical contexts and cases, including the effect of somatic dysfunction on

the autonomic nervous system. The course includes an in-depth analysis of contraindications to manipulative therapy.

DCP783 (2.0 credit hours)

Principles of Radiation Physics

This course introduces the students to the concepts of x-ray production, radiobiology, and radiographic technique. ALARA and radiation safety concepts are also covered. An overview of specialized imaging physics such as computed tomography and MRI is also covered.

DCP832 (4.0 credit hours)

Clinical Microbiology & Immunology

This course has two major components. Clinical microbiology is presented to cover bacteriology, mycology, and virology, including the major etiological agents responsible for global infectious diseases. The course focuses on key clinical topics such as common viral diseases, meningitis, streptococcal infections, pneumonia, diphtheria, tetanus, enteric infections, anaerobic infections, and tuberculosis. The goal is to provide future chiropractic physicians with the knowledge to enhance their problem-solving diagnostic skills as well as to appreciate their role as health care team members in diagnosing and preventing infectious disease. The immunology section covers principles of immunology including the development of the immune system, immune system disorders, and the role of immunization in the prevention of infectious diseases. Students will explore the role of the chiropractic profession as advocates of the American public health system.

DCP865 (3.0 credit hours)

Physiological Therapeutics

The student is introduced to the range and scope of physiological therapeutics commonly used in chiropractic practice. The course consists of lectures and experimental sessions in which students become familiar with the various equipment used in practice. Topics include therapeutic heat and cold, hydrotherapy, electrotherapy, ultrasound, laser therapy, gait appliances and traction.

DCP866 (4.0 credit hours)

Advanced Skills & Techniques

The student continues to develop the psychomotor skills necessary to perform spinal manipulation. All regions of the spine are included in this advanced course, as well as manipulation and mobilization techniques for the upper and lower extremities and temporomandibular joints. Clinical context and relevance are emphasized throughout the course. Force-sensing chiropractic treatment tables are used to provide feedback to students including manipulative techniques for special or unusual clinical presentations, as well as in a variety of common patient populations (including pregnancy, post-surgical, pediatric, geriatric, athletic, and the acutely injured patient). The course also includes demonstrations of various soft tissue manual therapy related to different regions of the body.

DCP867 (3.0 credit hours)

Active Rehabilitation

The course introduces the student to the biomechanics of injury and therapeutic exercise rehab. The course covers musculoskeletal rehab of the spine and extremities. Topics include exercise physiology, endurance training, injury reduction, sports injuries, disorder-specific rehabilitation, functional capacity evaluations, and outcomes assessment tools. The course covers active muscle rehab, kinesiology taping, dynamic movements, and neuromuscular rehab drills. The student develops goal documentation and exercise program writing skills.

DCP869 (4.0 credit hours)

Clinical Nutrition

This course covers the role of nutrition in the prevention and treatment of disease, as well as the role that nutritional supplementation and therapy may play in chiropractic practice. General principles of nutrition and nutrition therapy are covered, including macronutrients and micronutrients, dietary assessment, and controversies in nutritional therapy. Case presentations provide for integration of clinical, laboratory and dietary data in the management of patients with metabolic syndrome, chronic disorders, and degenerative disorders. The emphasis is on relevancy to chiropractic practice and the complementary role of nutritional therapy in chiropractic practice.

DCP938 (1.0 credit hour)

Radiographic Positioning

This course introduces the student to radiographic positioning techniques of the spine and extremities. Emphasis is placed on proper radiographic positioning for plain film radiography of the axial and appendicular skeletal system.

DCP940 (2.0 credit hours)

Precision Nutritional Therapy & Wellness

This course covers different areas of nutrition that relate to life, diet and disease. Topics to be discussed include normal nutrition, nutritional support of various medical conditions such as hypertension, liver and renal disease as well as hyperlipidemia and diabetes. Case based discussions also enable students to integrate clinical, laboratory and dietary data as they pertain to the practice of chiropractic.

DCP943 (1.0 credit hour)

Emergency Care

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

DCP945 (1.0 credit hour)

Pharmacology

This course is a survey of general pharmacology and toxicology. Topics include principles of drug dosage, absorption and receptors, pharmacokinetics, drug development and regulations, poisoning and environmental toxicology, nervous system pharmacology, cardio-respiratory pharmacology, renal and endocrine pharmacology, antibiotics, anti-inflammatory medications, current issues related to chiropractic and pharmacology.

DCP948 (2.0 credit hours)

Public Health

Students are introduced to the principles and practice of public health, as well as basic concepts in epidemiology, health policy, health promotion and disease prevention. Topics include the impact of culture on public health, global health and global transmission of infectious disease, population health, and the role of the chiropractic physician in the American public health system. Small group discussions supplement the weekly lecture presentation.

DCP974 (2.0 credit hours)

Research & Epidemiology

This course provides a review of the principles of evidence-based practice. Students provide clinically relevant peer-reviewed literature for appraisal and discussion. The emphasis is on critical reading and thinking skills. Approximately one half of this course is devoted to a review of biostatistics and clinical epidemiology geared to the needs of practicing chiropractic physicians to interpret and implement information from the literature as it relates to patient care and public health.

DCP975 (6.0 credit hours)

Clinic 1

The student intern provides care, under supervision, in university-based clinics or community-based clinics. Students progressively achieve competence in the diagnosis and case management of a wide variety of patients. Both qualitative and quantitative requirements for the clerkship phase have been set by the faculty of the College of Chiropractic, and students work with their faculty and supervising clinicians to achieve these requirements through the final year of clerkship.

DCP976 (1.0 credit hour)

Grand Rounds

Students meet weekly in a Grand Rounds format to discuss actual cases chosen to illustrate the clinical reasoning process. In latter weeks, students will present their own cases for discussion among their peers and instructors. From time to time, standardized patients or actual patients may be present in a grand rounds format.

DCP980 (13.0 credit hours)

Clinic 2

The clinical clerk continues to provide care, under supervision, in a general chiropractic practice environment. The focus is the progressive achievement of responsibility for patient management and for continuing to refine diagnostic and therapeutic skills, and clinical reasoning skills. Students receive feedback from their supervisors and mentors and undertake regular formative assessments of their skills and knowledge. Upon the achievement of all quantitative and qualitative clinical requirements, students may be eligible for a range of preceptorship opportunities starting in Clinic 3.

DCP990 (15.0 credit hours)

Clinic 3

The final semester provides an opportunity for students to apply for a preceptorship position with a participating licensed Doctor of Chiropractic. Pending application and approval by state authorities, preceptorships can be in almost any jurisdiction in North America and in other parts of the world. The student may opt for continuing to practice in a local facility either at the university or on a community-based site. Applications for preceptorships must be made in advance, and students will be notified of these deadlines early in their clinical practice courses. At the conclusion of this semester, students will have achieved professional competency in all required components specified by the College of Chiropractic and the Council on Chiropractic Education.

DIE3125C (4.0 credit hours)

Management of Dietary Systems

Survey of various institutional food service systems; management concepts in planning, organization, and leadership; personnel management and cost control. Application of principles involved in food sanitation and safety as it relates to food service production and management.

DIE3213 (3.0 credit hours)

Medical Nutrition Therapy 1

Medical Nutrition Therapy 1 involves the application of the nutrition care planning process. Practice Medical Nutrition Therapy with populations that have common disease states or conditions impacted by diet. Prepare and present case study reports while developing the beneficial skills needed in investigating and discussing disease states and conditions in a professional setting. Prerequisites: HUN 3403.

DIE3246C (4.0 credit hours)

Medical Nutrition Therapy 2

Medical Nutrition Therapy 2 involves the application of the nutrition care planning process. Medical Nutrition Therapy 2 continues with populations that have common disease states or conditions impacted by diet. Prepare and present case study reports while developing the beneficial skills needed in investigating and discussing disease states and conditions in a professional setting. Prerequisites: DIE3213.

DIE3317 (3.0 credit hours)

Dietetics in Community Health

Introduces students to the program planning, policies, resources, and nutrition issues specific to community nutrition, providing an understanding of creating and implementing nutrition programs for various constituencies (elderly populations, children, impoverished populations, college students, etc.). Prepares students to take an active role in solving community nutritional and health problems, including program delivery, nutrition education, nutrition assessment, and planning nutrition interventions. Prerequisites: HUN 2201

DIE4537 (7.0 credit hours)

Supervised Dietetics Practice 1A and 1B

(FSM 8 weeks or Community 4 weeks or Clinical 4 weeks)

Practical assignments in food service institutions, or observations and supervised experience in nutrition education and counseling in community organizations, or participation in activities with clinical affiliations focusing on nutrition assessment, planning, treatment, and follow-up of patients. Schedule of rotations to be determined by Clinical Coordinator. Prerequisite: Completion of all major dietetic coursework.

DIE4538A and 4538B (7.0 credit hours)

Supervised Dietetics Practice 1A and 1B

(Food Service 8 weeks or Community 4 weeks or Clinical 4 weeks)

Practical assignments in food service institutions, or observations and supervised experience in nutrition education and counseling in community organizations, or participation in activities with clinical affiliations focusing on nutrition assessment, planning, treatment, and follow-up of patients Schedule of rotations to be determined by Clinical Coordinator. Prerequisite: Completion of all major dietetic coursework.

DIE4365 (3.0 credit hours)

Dietetics Management of Nutrition Programs

Focuses on management, first from a conceptual perspective, and then on its application to the various specialty areas in dietetics and foodservice. Examines the wide range of experiences dietetics managers face, from learning the terminology to understanding the choices and experiences associated with management practice. Prerequisite: DIE 3125

DIE4506 (3.0 credit hours)

Seminar in Dietetics and Nutrition

Development of professional skills for career effectiveness in today's job market. Senior standing.

DIE4564 (3.0 credit hours)

Research Methods

Nutrition-related research methods for planning, conducting and analyzing data. Students will learn various types of research study design, evaluation and assessment methods, and key aspects of research in food, nutrition and dietetics.

DIE544 (3.0 Credit hours)

Advance Practice 1 Medical Nutrition Therapy

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

DIE628 (3.0 credit hours)

Dietetic Management and Administration

Dietetic Management and Administration will enhance your business solutions and skills for the changing field of nutrition and dietetics. Emphasis placed on analytical thinking utilizing problem-solving team approach to solutions and further developing communication skills for effective management and leadership.

DSCJ900 (2.0 credit hours)

Dissertation

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

DSS900 (2.0 credit hours)

Dissertation

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

DISS901 (2.0 credit hours)

Dissertation

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

DISS905 (2.0 credit hours)

Continuing Dissertation

Continuation of DISS901. If DISS901 is not completed within the term, students will automatically be enrolled in DISS905 in order to receive dissertation services from their committee chair or committee members.

DT575 (3.0 credits)

Introduction to Instructional Systems Design

This course is designed to develop skills and strategies utilizing best practices for carrying out instructional program analyses and design. It focuses on various models of instructional program design and development used by instructional designers and other curriculum experts, the roles and competencies of an instructional systems design leader and team members, the steps and analyses carried out in the Analysis and Design stage - of the ISD process, ISD team management, ISD organizations, and professional development in the field.

EAB565 (3.0 credit hours)

Intervention Planning and Implementation

This course prepares students to design, implement, and evaluate individualized, evidence-based behavioral interventions. Emphasis is placed on reinforcement procedures, stimulus control, prompting and fading, shaping, chaining, generalization, and maintenance strategies. Students will integrate ethical and culturally responsive practices in intervention planning, aligning treatment with client needs, goals, and contextual variables. Coursework includes case analysis, data-based decision-making, and applied projects that foster competence in behavior-change procedures.

EAB571 (3.0 credit hours)

Analysis and Assessment of Challenging Behavior

This course is designed to provide graduate students with an in-depth understanding of applied behavior analysis (ABA). Emphasis is placed on the integration of cultural competence, ethical considerations, and evidence-based practices. Students will engage in advanced research, critical analysis of assessment tools, and development of individualized research proposals.

EAB574 (3.0 credit hours)

Performance Management in Sports

This course applies behavior analytic principles and methodologies to enhance athletic performance and sport-related behaviors. Students will analyze sports performance using single-subject experimental designs, develop evidence-based interventions, and create comprehensive coaching protocols. Topics include behavioral assessment in sports environments, goal setting and performance feedback systems, behavioral momentum in competition, strategies for developing athletic excellence, and managing problematic behaviors.

EAB575 (3.0 credit hours)

Organizational Behavior Management and Clinical Supervision

This course offers a comprehensive overview of organizational behavior management (OBM) and behavior analytic supervision practices within clinical and professional settings. Students will apply behavior analytic principles to improve staff performance, enhance organizational systems, and support professional development of supervisees. Emphasis is placed on data-based decision-making, culturally responsive supervision, performance diagnostics, and empirically supported strategies such as feedback, reinforcement, modeling, and task clarification. Students will learn to establish effective supervisory relationships, set individualized goals, and evaluate the impact of supervision on client outcomes and staff retention.

EAB576 (3.0 credit hours)

Historical Perspectives: Regulatory Frameworks, Documentation, and Advocacy

This course explores the historical development of disability rights and the legal frameworks governing services for individuals with disabilities. Students will examine federal and state regulations, including the ADA, IDEA, and HIPAA, and their impact on applied behavior analysis (ABA) practice. The course emphasizes ethical compliance, documentation of best practices, and advocacy for client rights.

EAB577 (3.0 credit hours)

Single Subject Research Design

This course covers single-subject research methodologies used by behavior analysts in clinical and research settings. Students will learn principles and applications of single-case experimental designs that support evidence-based practice in applied behavior analysis. Emphasis is placed on designing, implementing, and evaluating research to examine intervention effects on individual behavior. Topics include measurement selection, operational definitions, visual analysis of graphed data, and threats to internal validity. Students will gain experience with reversal, multiple-baseline, multielement, and changing-criterion designs, as well as parametric, component, and comparative analyses.

EAB578 (3.0 credit hours)

Behavioral Intervention for Brain Injuries

This course provides an in-depth analysis of acquired brain injury (ABI) through the lens of applied behavior analysis (ABA). Students will examine the impact of ABI on stimulus control, motivating operations, rule-governed behavior, and derived relational responding, while building foundational knowledge of brain anatomy, injury mechanisms, and neuropsychological consequences. Topics include treatment of verbal behavior deficits, executive dysfunction, inappropriate sexual behavior, skill acquisition, and reduction of challenging behavior. The course also prepares students to collaborate within interdisciplinary teams and to navigate ethical and organizational variables when delivering ABA-based services in complex clinical systems.

EAB590 (3.0 credit hours)

Practicum I

EAB 590 provides students with structured supervised fieldwork in applied behavior analysis at an approved practicum site. Under the guidance of BACB qualified supervisors and university faculty, students will apply behavior analytic principles in real-world settings while developing professional, ethical, and clinical competencies. In addition to fieldwork and supervision, students will begin the thesis-equivalent project by forming a research committee, identifying participants and target behaviors, conducting a literature review, and outlining an experimental design. This practicum integrates clinical experience with foundational research skills to prepare students for Practicum II.

EAB591 (3.0 credit hours)

Practicum II

EAB 591 builds on Practicum I, guiding students through the implementation and completion of their thesis-equivalent research project. Under BACB qualified supervision and university oversight, students will finalize methodology, collect and analyze data using single-subject experimental designs, and evaluate intervention outcomes. Emphasis is placed on integrating research with ethical and professional practice, culminating in a comprehensive written report

and oral presentation that demonstrates the ability to conduct applied behavior analytic research and contribute meaningfully to the field.

EAB593 (3.0 credit hours)

Special Topics in ABA

This course surveys specialized applications of applied behavior analysis (ABA) across diverse clinical and community settings. Students examine contemporary research, analyze detailed case vignettes, and design hypothetical, culturally responsive, trauma-informed intervention strategies for substance-use, eating and rumination disorders, behavioral gerontology, childhood behavior disorders, behavioral safety, and criminal-justice contexts.

EAB597 (3.0 credit hours)

Advanced Theory and Philosophy of ABA

This course extends foundational knowledge from EAB 605, critically examining the theoretical and philosophical foundations of behavior analysis with a particular focus on basic animal research. Students will engage deeply with seminal and contemporary literature to explore advanced behavior analytic concepts, methodological approaches, and their implications.

EAB605 (3.0 credit hours)

Foundations and Concepts in Behavior Analysis

This course is designed to introduce students to the principles and practices of applied behavior analysis (ABA). It offers an in-depth exploration of advanced ABA concepts, methodologies, and ethical considerations, emphasizing the integration of empirical research into practice. Students will critically examine contemporary issues, engage in rigorous analysis of case studies, and apply ABA principles to complex scenarios. The curriculum fosters advanced analytical skills, research competence, and practical application in diverse settings.

EAB670 (3.0 credit hours)

Ethical Considerations in Basic and Applied Settings

This course provides an in-depth examination of ethical principles in behavior analysis, with a focus on the BACB Ethics Code for Behavior Analysts. Students will explore ethical decision-making across basic and applied settings, emphasizing professionalism, cultural humility, and practical application in clinical, supervisory, and research contexts. Topics include client rights, confidentiality, multiple relationships, public representation, and responsibilities to supervisees and trainees. Through case studies and applied projects, students will develop skills to identify, analyze, and respond to ethical dilemmas using structured problem-solving models.

EAB672 (3.0 credit hours)

Behavioral Approaches to Psychiatric Disorders

This course examines behavior analytic interventions for adults diagnosed with psychiatric disorders. Students will learn to identify skill deficits, design teaching programs, and implement evidence-based interventions focusing on coping skills, problem-solving, and daily living skills necessary for independent functioning. The course covers contemporary approaches including Acceptance and Commitment Therapy, Relational Frame Theory, and Behavioral Activation across conditions such as anxiety, OCD, mood disorders, schizophrenia, and personality disorders.

EAB677 (3.0 credit hours)

Verbal Behavior

This course provides an in-depth analysis of verbal behavior from a radical behaviorist perspective, focusing on the identification, assessment, and development of verbal operants. Students will examine Skinner's analysis of verbal behavior alongside contemporary research and

applications. Emphasis is placed on the role of motivating operations, stimulus control, rule-governed behavior, and multiple control in shaping verbal repertoires. Students will design and evaluate interventions to promote emergent and generative verbal behavior, with attention to ethical and culturally responsive practices.

EAB678 (3.0 credit hours)

Intervention Strategies for Intellectual & Developmental Disabilities

This course provides an in-depth examination of behavior analytic interventions for individuals with intellectual and developmental disabilities across the lifespan. Students will conduct functional assessments, identify skill deficits, and design individualized, evidence-based intervention plans addressing skill acquisition and challenging behavior. Emphasis is placed on ethical decision-making, interdisciplinary collaboration, and adaptations for individuals with multiple disabilities, including those who are deaf, blind, or deafblind. Students will explore research on behavioral phenotypes, functional analysis, communication strategies, and behavior-support planning in diverse contexts.

ECO581 (3.0 credit hours)

Managerial Economics

Students are given an overview of key influences in a company or industry task environment. The course analyzes the potential impact of these influences on profits and alternative strategies which are profitable and available to managers in a competitive environment. Topics include consumer behavior and its impact on demand and revenue, fixed and variable costs of production, competitive and non-competitive markets and their implications for business strategy and profitability and the importance of resource markets for Labor and capital. Co-requisite: MAN571

EDL750 (3.0 credit hours)

Leadership: Theory and Management

Educational leaders must demonstrate the ability to practically apply leadership theory in management of educational institutions at all levels. This course is an in depth study of the theoretical and conceptual basis of educational leadership, its application to management and the roles and responsibilities of school leaders. Topics include contemporary theorists, self-reflection and self-analysis of personal strengths and weaknesses as a school leader, organizational change, motivation theory, decision-making strategies, ethics, and communication of organizational vision.

EDL751 (3.0 credit hours)

Analysis of Data and Needs Assessment

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

EDL752 (3.0 credit hours)

Innovation in Teaching and Supervision

This course will examine trends in teaching, such as personalized learning, blended learning, Project-Based Learning, Social and Emotional Learning, and Culturally Responsive Teaching, as well as trends and models in supervision, including Data Driven Supervision, Collaborative Supervision, Instructional Leadership, Social and Emotional Learning, and Technology Integration.

In both teaching and supervision, we will examine trends moving in the direction of holistic, learner-centered, inquiry based, and culturally responsive approaches.

EDL753 (3.0 credit hours)

Leadership: Human Resources and Professional Development

School leaders today work toward developing professional learning communities in which students develop their academic potential. The primary resource necessary for successful acquisition of students' academic potential is the people who work in the institution. The successful school leader must recruit, orient, motivate, develop, evaluate, and sometimes terminate the human resources within the institution. This course is a research and application based evaluation of the planning and execution of human resource theory. Topics include ethical decision making, human resource law, diversity recruiting and retention, recruitment, selection, credentialing, and terminating employees. Professional and staff development best practices, trends, and issues are also applied.

EDR900 (2.0 credit hours)

Dissertation

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

EDU510 (3.0 credit hours)

Affirming Diversity

This course is an in-depth study of the diverse population of learners encountered in education today. Race, culture, gender, socio-economic status, and sexual orientation are examined with the goal of developing a learning environment where students of diverse background are affirmed and motivated. Students develop strategies to create an environment which accepts and fosters diversity. Knowledge of culture is demonstrated by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

EDU512 (3.0 credit hours)

Educational Governance and Ethical Decision Making

This course is the advanced study of the organization and governance with emphasis on advancing student knowledge of the literature, research and the practice of American Education. Topics include the study of political systems and their impact on schools; public and private school law; and the legal rights and responsibilities of students and teachers with an emphasis on the professional code of ethics and the responsibilities of teachers and administrators.

EDU513 (3.0 credit hours) *Introduction to Curriculum and Instructional Design*

This course, intended for both teachers and non-teaching professionals, will introduce the student to basic concepts in the field of curriculum, as well as to the essential elements of designing and aligning curriculum and instruction. Students will learn about the nature of curriculum, how it differs from instruction, how to develop lesson plans that work within the curriculum and its objectives, how to evaluate a curriculum to suit a given need or situation, and where we see curriculum and design in the larger world.

EDU514 (3.0 credit hours)

Advanced Educational Assessment and Evaluation

This course analyzes measurement theory and practice, applied descriptive and inferential statistics, testing and improvement, standardized testing applications, and course and program evaluation.

EDU515 (3.0 credit hours)

Law in Ethics

Florida Public School Law examines federal and state education law, administrative codes, state statutes, and policies with an emphasis on the various aspects of Florida law relative to education in numerous academic venues such as K-12, higher education, and allied health. In this course, students will explore the impact of education law on students, teachers, and administrators based on the United States Constitution. The course focuses primarily on examples of case law, due process, student and teacher rights, torts, basic legal research, school and educator liability and negligence, as well as current issues of school violence and technology. Ultimately, the course challenges students to develop research skills, knowledge, and competencies; and ways to critique and improve their own professional practices according to legal and ethical guidelines.

EDU520 (3.0 credit hours)

Psychological Basis of Education

This course is an in-depth study of educational psychology, to include cognitive and social/emotional development of the child, young adult, and adult. It applies the findings from the theories of development and learning to classroom teaching requiring student to apply knowledge of the literature of the discipline. Whereas the course is based on theory, it is strongly practical in nature. It draws from current understanding and research and applies it to the work of the classroom teacher to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

EDU521 (3.0 credit hours)

Learning Theories Applied to Classroom Instruction

This course provides advanced study and application of classic and contemporary learning theories with analysis of how these are used in community health education, teaching and educational settings. Students examine cognitive architecture and theories of knowledge, then apply them to improve educational practice in the multiple contexts in which teaching occurs. Issues of readiness, motivation, problem–solving, and memory are examined to understand how these affect pedagogy. Students evaluate cognition and learning from an applied theoretical perspective as used in educational venues such as community health education, corporate training, higher education and classroom teaching.

EDU522 (3.0 credit hours)

Continuous Improvement and Planning

This course focuses on classroom planning for effective instruction and continuous improvement. The focus is on designing learning experiences that meet students' needs and interests, interpreting information and modifying plans, using varied and motivating strategies, assessing outcomes, and continuously refining learning experiences. In addition, the preliminary steps in preparing action research will be studied and applied through the assignments. Through discussion questions and written assignments, students demonstrate understanding of literature in the discipline; continue to grow and develop their research skills, knowledge, and competencies; and learn ways to critique and improve their own professional practices.

EDU523 (3.0 credit hours)

Teacher in American Society

This course examines and assesses the roles of the teacher in American society. Students use data informed research to study and evaluate the educator's role as a leader in creating and maintaining student centered learning environments. Reflective practice, ethical conduct,

and professional development are addressed. Using current research, theoretical foundations and best practices, the course examines methods of promoting continuous improvement in educational settings and challenging students to develop research skills, knowledge, and competencies; and ways to critique and improve their own professional practices.

EDU524 (3.0 credit hours)

Problem Solving and Critical Thinking

This course is designed to develop skills and strategies for teaching problem solving and critical thinking using a wide range of contemporary issues in education. The course focuses on higher order thinking skills, developing projects and problem-solving activities to enable creative thinking and assessment strategies for problem solving and critical thinking. Active learning strategies are applied to develop critical thinking and problem solving in the classroom environment. In doing this, students will research and analyze real-world opportunities related to professional practice.

EDU540 (3.0 credit hours)

Current Trends and Issues in Education

This course involves an advanced study of the literature, movements, issues, projections, and potential directions in the area of education from early elementary through higher education. Students will research and analyze a wide range of contemporary issues in education and experience opportunities for professional practice.

EDU550 (3.0 credit hours)

Educational System Organization and Leadership

This course includes an advanced study of the literature on the skills required to be a successful school leader. Areas of interest include organizational models, policy issues, organizational development, planning, leadership styles, management, assessment, motivation, and professional practice. Course topics are evaluated from a systems and continuous quality improvement theory perspectives.

EDU552 (3.0 credit hours)

Personnel Selection and Development

This course is an advanced study of the knowledge and skills essential for exercising effective leadership in school personnel recruitment, selection, orientation, assessment, and professional development. Educational human resource management models, theories in literature, and practices are considered.

EDU553 (3.0 credit hours)

Education Budgeting and Finance

This course examines current financial organization and financing of schools in the United States. Additionally, the course explores school business management including, school funding, accounting, performance based budgeting and applicable Florida state public education finance law with emphasis on advancing student knowledge of the literature, research and the practice of American education

EDU555 (3.0 credit hours)

Internship in Educational Leadership

This course is based on the contents of the Florida Educational Leadership Examination (FELE) which is broken down into three sections: (1) Instructional Leadership, which includes instructional leadership, managing the learning environment, and learning, accountability, and assessment, (2) Operational Leadership, which includes technology, human resources

development, ethical leadership, and decision-making strategies, and (3) School Leadership, which includes community and stakeholder partnerships and diversity. This course is designed to prepare MSE students in the Educational Leadership specialization to become effective K-12 school leaders in Florida and other states throughout the country.

EDU710 (3.0 credit hours)

Ethical and Legal Issues in Education/Leadership

This course is an intensive study focused on legal and ethical perspectives in education. Students will practice thinking logically, critically, conceptually, and analytically about legal and ethical issues affecting the field of education. Topics include liability, due process, search and seizure, employment law, discrimination, expression of controversial views, legal and ethical issues in school financing, NCLB, accreditation and regulatory issues, federal and state laws, FERPA, student rights, ADA, and legal aspects of technology. Ethical theories of problem-solving and resolution strategies, focusing on anticipating legal issues before they arise and utilizing methods and tools to prevent and resolve legal problems will be practiced.

EDU712 (3.0 credit hours)

Diversity, Ethical Decision-Making, and Community Relations

This course is an in depth an analysis of educational politics and policy and the role of community relations in school and policy trends affecting schools today. Educational stakeholders, their roles and impact on schools, and management of community relations are evaluated and assessed with a special emphasis on ethical decision-making. (Program Pre-requisite)

EDU730 (3.0 credit hours)

Funding of Educational Institutions

This course examines public and private funding for educational institutions. Course topics include regulatory issues relating to funding, the role of politics in education funding, present and future funding patterns and school finance reform.

EDU740 (3.0 credit hours)

Curriculum Design

This course is an advanced study into the theory and application of curriculum design. Students will evaluate curriculum theory and trends reflectively to develop a personal curriculum and curriculum development philosophy. Using a systematic approach, students will design a curriculum including course preparation material, instructional techniques, use of technology, forms of evaluation, and assessment of curricula. Peer review and coaching will encourage critical thinking, analysis, and collaboration in the curriculum design process.

EDU741 (3.0 credit hours)

Differentiated Instruction

This course provides the skills and knowledge necessary to prepare for organizing classrooms for differentiated instruction. It covers research-based principles of effective planning and design as well as pre-assessment, instructional strategies, management skills, and grading. The compilation of knowledge applied in this course give the educational leader the framework necessary to assess and evaluate differentiated instruction in schools.

EDU742 (3.0 credit hours)

Classroom Management

This course is an in-depth analysis of the dynamic, cultural and social interactions within the classroom setting. Students will evaluate the various theories of group dynamics, communication, motivation, and the behavioral and cognitive approaches to learning through classroom interactions. Students will research and develop classroom assessment techniques to measure classroom performances. Using a theoretical foundation, students will engage in research that analyzes the various skills, assessments, methods, and training required to build both a positive classroom learning environment and a sustainable learning community. This research will address the most recent trends in classroom-based issues regarding teaching and administrative preparation for future classroom challenges.

FIN512 (3.0 credit hours)

Accounting Finance and Economic Practices for Leaders

The course provides the basic framework of accounting practices from the perspective of non-accounting managers. The course provides students with fundamental financial and managerial accounting principles to allow them to link individual and unit operational goals to the financial requirements of the organization. Students will understand when and how to use various analytical approaches based on the kinds of decisions needed and the particular stakeholders to be addressed.

This course also addresses the fundamental economic principles of decision making including opportunity costs, factors of production, and competitive and comparative advantage. Risk and uncertainty are also analyzed. In addition, students address sustainable business principles in a rapidly changing economic and social environment. The course approaches all of these topics from the perspective of the practicing

FIN521 (3.0 credit hours)

Financial Management

Students learn fundamental principles and concepts of financial management. Various tools and cases are used to assist and train financial managers in decision-making. Topics include the analysis of risk and return, valuation of financial assets, capital budgeting applications, capital structure management, mergers and acquisitions, leveraged buyouts and working capital management. Co-requisite: MAN571 Pre-requisite: MBA501

FIN653 (3.0 credit hours)

International Financial Management

Students gain an understanding of international financial management essential to foreign investors and to international business executives. Topics include international monetary system, risk and returns of international firms, exchange rates for financial reporting, currency exposure, international equity and bond markets and capital budgeting for foreign investment. Other important topics include international merger and acquisition, leveraged buyouts and financing strategy in building global businesses. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

FOS 3021C (4.0 credit hours)

Fundamentals of Food

The selection, composition, preparation, and storage of foods to maintain nutrients and food quality.

FOS 4041C (4.0 credit hours)

Food Science

Physical and chemical changes in food resulting from the various methods of processing, preparation, and storage. Experiments in the physical and chemical characteristics of food.
Prerequisite: FOS 3021C
GMS6111 (3.0 credit hours)

Human Pathology

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

GMS6141 (3.0 credit hours)

Medical Microbiology

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

GMS6505 (3.0 credit hours)

Molecular Pharmacology

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

HSC711 (3.0 Credit Hours)

Delivery of Healthcare to Diverse and Vulnerable Populations

This course addresses planning for health promotion and disease prevention among diverse and vulnerable populations, providing available, accessible, and culturally competent care for individuals, families, and communities. Provides an analysis of the barriers faced by health care providers when presented with a diverse population as well as the cultural belief systems and views of illness and disability by specific ethnic groups. The traditional, folk, and alternative methods of healing to build the knowledge base of cultural healing methods that may be encountered in ones' practice will be discussed. The student is expected to develop an understanding of cultural differences and the need to respect the background of the patient when formulating treatment plans and discussing health, disease and death issues. The need for developing cultural sensitivity is explored.

HSC721 (3.0 Credit Hours)

Cultural and Ethical Influences on Global Health

This course introduces and evaluates issues related to ethical practices in the delivery of healthcare. It focuses on concepts of resource allocation, summary measures of health, the right to healthcare, and conflicts between autonomy and health promotion efforts. Concepts

relevant to research ethics are also discussed. Explores the interaction of culture, public health, ethics, social justice, policy, and models of healthcare delivery from a global perspective.

HSC722 (3.0 Credit Hours)

Global Health Policy

This course analyses global health from the policy perspective and the directional changes that need to occur. The course will focus on underdeveloped countries and look at determinants of health; health and socio-economic development; policy, trade, health promotion, ethical issues, and human rights. The course will survey the public health and disease management issues prevalent in these countries. The course will also look at the healthcare delivery systems in various countries and how this relates to global health issues.

HSC731 (3.0 Credit Hours)

Health Policy and Health Economics

This course assesses the implications and influences of health policy on the economics of healthcare. It provides a comprehensive analysis of the formulation, implementation, and modification stages of the health policy process; politics of private interests (associations) at national and state levels, along with an economic analysis of U.S. healthcare system; planning, organization, and financing; current public policy issues and alternatives.

HSC741 (3.0 Credit Hours)

Evidence Based Medical Practice

This course evaluates the process of applying scientific evidence to patient care. Consumers and medical practitioners need to be knowledgeable of the content of medical literature/information and be able to judge the appropriateness and validity of clinical protocols. Systematic methods for critical appraisal of study quality, research design, strength of research recommendations and quality of literature will be evaluated. The course also looks at implementation of evidence-based programs and methods for evaluating outcomes.

HSC751 (3.0 Credit Hours)

Healthcare Finance

This course outlines and assesses healthcare finance and includes healthcare reimbursement practices and payer groups. The focus will be on healthcare reform, affordable care organizations, and meaningful use requirements. Effective utilization of human and material resources will be determined and operational and capital budgeting will be addressed.

HSC761 (3.0 Credit Hours)

Health Informatics

This course discusses and analyzes the history and current status of healthcare information systems and the varied applications in use by a wide range of healthcare entities. The content will focus on information architectures, applications, evidence-based medicine, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. This course also explores the issues, benefits, and challenges of using health information systems.

HSC771 (3.0 credit hours)

Community Health Promotion and Disease Prevention

The course provides a comprehensive analysis of health promotion and disease prevention strategies, policies, and effective interventions. Moreover, this course will explore the etiology of disease and determinants of health. The course will reflect on the comparable challenges menacing society's health status. Finally, this course will explore, develop, and evaluate health promotion initiatives.

HSC871 (3.0 Credit Hours)

Global Health Systems

This course allows students to select a country or continent of their choice and assess the complex social, economic, institutional, and political factors contributing to the health disparities and health delivery for global populations. The student will gain an in-depth understanding and appreciation for complexities of making changes in diverse societies.

HSM 691 (3.0 credit hours)

Quality Management in Healthcare

This course provides the student an overview of the theory, principles and techniques of quality management in healthcare settings. Topics include but are not limited to quality assurance, quality improvement, outcomes assessment, and tools commonly used to enhance quality of service and care in the healthcare industry. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

HSM692 (3.0 credit hours)

Strategic Management of Health Services Organizations

Students integrate concepts learned in core and concentration courses with relevant professional and personal experience and apply this knowledge to a significant, real-world, leadership-related business challenge. The focus of the course will be on the role and function of strategic planning as it pertains to health care organizations. Students will scrutinize strategic plans and organizational strategies in relation to the complexity of the United States healthcare system. Must be taken after core courses are completed or concurrently with last core course.

HSM693 (3.0 credit hours)

Corporate Compliance in Healthcare

This course provides the student the basic structure of a corporate compliance program including laws and penalties surrounding compliance and monitoring/auditing practices. The course will identify areas of concern and risk for various healthcare settings. Must be taken after core courses are completed or concurrently with last core course.

HSM694 (3.0 credit hours)

Global Health

This course provides an introduction to global health systems and disease. Health systems by country and the factors contributing to health delivery and health disparities in global populations are analyzed. Concepts of resource allocation, rights to healthcare, and conflicts between autonomy and health promotion efforts are presented. The challenges and opportunities in the

U.S. and comparative global challenges and opportunities are addressed.

HSM695 (3.0 credit hours)

Healthcare Finance

This course provides a foundation in healthcare finance and addresses the role of financial management and health reform in the health services industry. Basic financial management concepts, and reimbursement practices will be introduced. Other topics include capital acquisition and allocation, project risk analysis, revenue cycle, and current accounts management in addition to efficient and effective utilization of human and material resources.

HUN3126 (4.0 credit hours)

Food and Culture

Nutrition focused course exploring the role of food, meals, traditions, and eating habits as it relates to food selection and menu planning for diverse populations. Students will increase their knowledge in the areas of cultural diversity and inclusion as it pertains to treating and interacting with patients, community members, colleagues, and fellow students. This course will serve as a foundation to ensure individuals are following the guidelines established by ACEND to become well informed healthcare professionals who are able to provide care/education and interact with individuals from diverse backgrounds while displaying dignity, respect, and cultural humility.

HUN3403 (3.0 credit hours)

Lifecycle Nutrition

Focuses on the nutritional foundations necessary for the growth, development, and normal functioning of individuals in each stage of the life span. Students learn to plan clinical and nutritional interventions for both healthy individuals and those with acute or chronic conditions from preconception to the final stages of life.

HUN4241(4.0 credit hours)

Advanced Nutrition

Nutrient roles in the metabolic processes. Effects of deficiencies and excesses. Prerequisites: BSC2085, BSC2086 Human Anatomy/Physiology I & II, BCH 1020C Fundamentals of Biochemistry.

HUN445 (3.0 credit hours)

Nutrition and Disease 1

Nutrition and Disease 1 focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/Medical Nutrition Therapy. Prerequisites: HUN3403, DIE 3213, DIE3246C

HUN4446 (3.0 credit hours)

Nutrition and Disease 2

Nutrition and Disease 2 continues with the focus on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/Medical Nutrition Therapy. Prerequisites: HUN3403, DIE 3213, DIE3246C, HUN4445.

HUN501 (3.0 credit hours)

Trends in Therapeutic Nutrition

The course explores current trends, controversies, and future initiatives aimed at improving and advancing the practice of dietetics. Students will examine the clinical practice of dietetics and nutrition and explore initiatives to enhance the quality care of patients and health prevention.

HUN502 (3.0 credit hours)

Special Topics: Principles in Dietetics and Medical Nutrition Therapy

The course explores current trends and controversies combining future initiatives aimed at improving and advancing the practice of dietetics focusing on topics in dietetics and medical nutrition therapy. Students will examine the practice of dietetics and nutrition concerning current topics discussed in the media as well as medical nutrition therapy for diseases/conditions students may not encounter in supervised practice. Students will conduct evidence-based research concerning these topics and critically examine peer-reviewed literature in assignments and discussion posts.

HUN503 (3.0 credit hours)

Nutrition Assessment

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

HUN504 (3 credit hours)

Foundations of Leadership and Management

The course is designed to help students understand fundamental leadership traits and competencies, analyze the difference between leadership and management skills, and recognize their relevance to organizational effectiveness. Students explore and understand the practices associated with building and managing effective teams in different settings of nutrition and dietetics.

HUN519 (3.0 credit hours)

International Nutrition

The course explores the impact of nutrition and health disparities internationally resulting from inadequate nutrition throughout the lifecycle. Students will evaluate the international health and nutrition organizations, policies and interventions. The increased role of the dietitian in creating and implementing international interventions and affecting public policy will be explored.

HUN561 (3.0 credit hours)

Food, Nutrition and Communication

The overall goal of this course is to provide students with effective communication strategies in health promotion. The course expands on the concepts, theories and principles of effective communication initiatives as applied to diverse populations. The course will provide students an advance skill applicable to careers in nutrition and health promotion.

HUN 587 (3.0 credit hours)

Nutritional Biochemistry in Health and Disease

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

HUN 651 (3.0 credit hours)

Food, Nutrition, and Communication

The overall goal of this course is to provide students with effective communication strategies in health promotion. The course expands on the concepts, theories and principles of effective

communication initiatives as applied to diverse populations. The course will provide students an advance skill applicable to careers in nutrition and health promotion.

HUN652 (3.0 credit hours)

Public Health Nutrition

The focus of the course is to examine the role of nutrition in preventive health practices which will assist in proactively reducing illness and disease. Students explore nutrition initiatives aimed at promoting healthy populations and the elimination of health disparities. The analysis of community-based research will allow students to assess the goals and challenges facing public health legislation and policy

HUN654 (3.0 credit hours)

Professional Preparation of the Registered Dietician Nutritionist

The overall goal of this course is to prepare graduates for the Exam for Registered Dietitian Nutritionists (RDN) by simulating the exam conditions of the exam as closely as possible. This course is designed for students in the last term of the Master of Science in Clinical Nutrition Coordinated Program.

HUN 656 (3.0 credit hours)

Capstone: Research Methods in Nutrition

The course focuses on completing a community based service-learning project. The course is designed to give future dietetic leaders an understanding of the sense of community through designing and participating in a service-learning project. Students will design, implement and evaluate the project and its' impact towards a greater sense of community. Students will assess the intervention as it applies the multi-diverse populations served by the community.

HUN657 (3 credit hours)

Leading Organization Transformation

This course helps students understand organizational culture while focusing on individual and team factors that contribute to organizational performance and success. Students learn how to identify and address organizational problems to implement organizational redesign, manage resistance to change when reinforcing new behaviors, and measure effectiveness of organizational transformation. Students also explore traditional and emerging strategies for effective managerial communication.

HSM 691 (3.0 credit hours)

Quality Management in Healthcare

This course provides the student with an overview of the theory, principles, and techniques of quality management in healthcare settings. Topics include but are not limited to quality assurance, quality improvement, outcomes assessment, and tools commonly used to enhance quality of service and care in the healthcare industry. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

HUN699 (3 credit hours)

Applied Leadership in Dietetics

The culminating capstone course attempted in the last terms of the program addresses emerging leadership topics and serves to integrate the curriculum by assisting students to identify opportunities in their respective settings and create a plan to transform their organization or entrepreneurial practice innovatively and effectively by amalgamating managerial

communication, and leadership skills. Students present their work as a video, poster, or a technical paper.

HUN742 (3 credit hours)

Dietetics and Nutrition Management

In this course students explore and analyze challenges of managing diverse cross-cultural environments in clinical, public health, and food service operations. Students explore current and emerging trends in managerial communications, and the use of effective and innovative leadership strategies for managing staff, including recruitment, selection, staff development, retention, and terminating employees.

HUN794 (3 credit hours)

Innovative Leadership for Nutrition Professionals

This course focuses on the essential leadership traits and skills that build capabilities, processes, and the environment to support, encourage, and influence an organizational culture that inspires productivity and fosters effective innovation. Students learn practices and strategies to apply principles of innovation to manage people and projects.

IDT576 (3.0 credits)

Instructional Materials Development

This course is designed to develop an understanding of the major learning theories applicable to the ISD process, steps and best practices needed in the Design and Implementation Stages of ISD, and current trends and issues in educational technology. Other topics include IDT career professional development planning, best practices needed to convert on-ground courses to online delivery, effective use of multimedia, collaboration, graphics, student support, usability, and navigation options/apps in online learning, and choosing/using online learning management systems.

IDT577 (3.0 credit hours)

Management of Technology-Based Instructional Implementation and Evaluation

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

IDT720 (3.0 credit hours)

Designing Training and Performance Solutions

Educational managers are more effective if they possess a repertoire of training and performance tools with which to manage teachers, staff, and students. This course is designed to give educational leaders the theoretical and practical skills to design training and performance solutions, integrating instructional design techniques common in education today. Course topics include learning theories, instructional and performance design models, assessment and evaluation techniques, and training technology. Students design and implement an intervention by conducting a needs assessment, diagnosing the results, developing a solution for the performance gap, and continuously evaluating and assessing the intervention.

IDT721 (3.0 credit hours)

Leading Innovation Technology

This course is designed to provide educators the leadership and management decision-making skills for applications and advancements of technology in education. Learning theory forms the basis for using technology in the classroom and will be applied to assessing technological resources and innovation. Course topics include: instructional delivery using multimedia, matching technologies to outcomes, cost and funding of technology, and trends in instructional technology. Risks and threats with the wide availability of media (the internet, iPods, cell phones, and others) to classroom security and ethical student behavior are assessed and evaluated.

IDT722 (3.0 credit hours)

Management of Distance Education

This course gives educational leaders the skills and competencies to administer, manage, and lead distance education programs. Topics include managing existing programs, design and implementation of distance education programs, marketing distance education programs, and improving existing programs for efficient and effective delivery. From a research perspective students appraise the role of the course room facilitator, evaluating course room instruction, and assessing course room security and achievement of learning outcomes. Issues and policies related to distance education ethics, security, and acceptance are addressed.

IDT723 (3.0 credit hours)

Instructional Design Theory

Students will investigate and apply a range of instructional design theories and design processes, from analysis through evaluation and implementation. Contemporary theory and instructional design systems will be used in the process of developing a course plan, instructional strategies, course assessment, and evaluation processes. The course concepts are applicable to K-12, higher education, and training environments.

IDT724 (3.0 credit hours)

Analysis and Design of Technology-Based Learning Models

Students will evaluate technology enhanced learning models on a continuum ranging from the Socratic Method to independent study. At each point along the continuum students will identify and examine appropriate course constructs, support structures, role of student and instructor, application of technologies, and creating a balance that optimizes student success and completion rates.

IDT725 (3.0 credit hours)

Instructional Multimedia

Students will create a multimedia lesson for integration into K-12, higher education, or organizational training. A variety of media may be used in this development including Audio and video production, social networking, online course delivery systems and/or other web-based forms of multimedia.

IDT726 (3.0 credit hours)

Current Issues in Instructional Technology

This course provides an in-depth exploration, analysis, and discussion of trends and issues that will impact the future of instructional design. The contributions of key instructional design theorists, futurists, and scholars will be used in predicting the future of instructional design and related fields.

INB821 (3.0 credit hours)

Cross Cultural Management and Negotiations

The course explores understanding and managing cultural synergy and human dynamics in a multi-cultural business environment. It offers a selective but broad view of current thinking on culture linked to management, organization, communication and negotiation. The theory and practice of management and negotiation in a cross-cultural global business are examined through models of cross cultural management, which are critiqued and applied to contemporary business cases. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

INB822 (3.0 credit hours)

Global Financial Management

The course emphasizes the managerial perspective of global financial management. Topics include: commercial and investment banking, portfolio analysis and risk assessment, new market development, international business consulting and international business law. The decision- making process is presented with an emphasis on analyzing and selecting informed managerial decisions in an evolving global financial landscape. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

INB823 (3.0 credit hours)

Global Strategic Management

The course combines the principles of international business operations and information systems that enable global trade and operations. Building on the concepts from strategic management, operations management, marketing and human resource management, this course focuses on the management information systems models used in the international business environment and the decision making tool used to best support strategic direction. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

INB825 (3.0 credit hours)

Global Supply Chain Management

Global Supply Chain Management (GSCM) combines the essential business processes along with the knowledge and skills required to manage within a global business environment. The course focuses on the dynamics of sourcing including how products, services, and information are developed. Doctoral students will analyze the benefits and challenges of global sourcing and logistics, and understand how to design and manage a sustainable global supply chain system. Topics include: strategic supply-chain management practices, global sourcing, logistics and supply chain operation, sustainable logistics, and supply chain systems designs. (Pre-requisite: All core and research courses)

INB826 (3.0 credit hours)

Advanced Topics in Global Management

Doctoral students will integrate principles and practices of international trade and investment, global finance, global human resource management, global supply chain management, global marketing management and risk management to achieve a global mindset. Course topics include: globalization and localization, doing business in developing countries, global strategy, multinationals' entry mode, and business disaster recovery. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

ISS510 (3.0 credit hours)

Enterprise Information Systems and Networks

This course provides a set of latest approaches in designing IT infrastructures aligning them with enterprise business activities at the architectural level, including business architecture, information architecture, solution architecture, and technology architecture. Topics include virtualization, OSI model, TCP/IP, IPv4, IPv6, modeling techniques used to represent logical and conceptual web-enabled information system designs, access mechanisms, storage pools, encryption and data protection and various networking technologies in LANs/MANs/WANs.

ISS520 (3.0 credit hours)

Database Systems and Security

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

ISS550 (3.0 credit hours)

Software Engineering

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

ISS640 (3.0 credit hours)

Cryptography

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

ISS655 (3.0 credit hours)

Global E-Commerce and Privacy Assurance

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

ISS670 (3.0 credit hours)

Advanced Network Security

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

ISS675 (3.0 credit hours)

Survey of Computer Languages

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

ISS680 (3.0 credit hours)

Intrusion Detection and Prevention Systems

This course focuses on the use of intrusion detection (IDS) and prevention (IPS) systems as formal defense strategies to detect, study, and protect enterprise networks. Topics include: history and state of the art of intrusion detection, the principles and techniques of intrusion detection, anomaly and misuse detection for both host and network environments, network forensics, malware defense, security policies and legal issues surrounding the use of intrusion detection.

ISS685 (3.0 credit hours)

E-Discovery, Network and Computer Forensics

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

ISS690 (3.0 credit hours)

Capstone Project in Information Security

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

ISS695 (3.0 credit hours)

Risk Analysis and Vulnerability Assessment

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

LDR501 (3.0 credit hours)

Foundations of Leadership

This course focuses on the process of leadership and the leader's responsibility within that process. Students examine the development and application of leadership theories and approaches and their role in organizations today. Students also analyze the differences between management and leadership and the importance of these differences and their relevance to organizational effectiveness.

LDR504 (3.0 credit hours)

Theory and Development of Motivation

This course covers the theory and development of motivation. Major interest is placed on motivation models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

LDR505 (3.0 credit hours)

Leading Through Change and Beyond

This course focuses on concepts, models, and strategies for leading and managing change initiatives in organizational settings. The course examines principles of ethics and their application to decision-making and value-based leadership in times of change. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Students explore resistance to change, challenges in facilitating change, and the role of both the leader and the follower in the change process.

LDR506 (3.0 credit hours)

Conflict Management and Negotiation

This course provides participants with the theory and best practices for understanding and managing conflict and their appropriate resolution. Students examine different contexts of interpersonal, team, and organizational conflicts and use methods for diagnosing the extent and severity of substantive and emotional differences. The relationships among conflict, communication, and trust breaking are discussed, as are the impacts of personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process.

LDR507 (3.0 credit hours)

Team Development and Leadership

This course focuses on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to leadership, motivation, and performance are addressed, along with barriers to effective team efforts. Students identify current challenges and issues confronting managers in organizations, and apply positive team management strategies in a range of organizational settings.

LDR508 (3.0 credit hours)

Leadership and Ethics

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics, and how they apply to decision-making, leadership, leadership development, and value- based leadership.

LDR812 (3.0 credit hours)

Analysis of Management History, Theory, and Leadership Thought I

Doctoral students will research the history of management, the emergence of important leaders, and their contributions to the field. Doctoral students will develop taxonomies of leadership qualities that match their own. The taxonomy will be used as a solid foundation for the leadership plan they will write in LDR 816 Analysis of Management History, Theory, and Leadership II. . (Pre- requisite DBA700 and DBA710)

LDR813 (3.0 credit hours)

Leading in the 21st Century

Doctoral students will research leadership practices pre 21st Century and compare and contrast the application of leadership and management thought. Doctoral students compare, contrast, and innovate leadership practices not only for 21st Century organizations but to make them useful for organizational behavior factors such as generational differences, national, multinational, and global organizations and the impact of technology and information systems. . (Pre-requisite DBA700 and DBA710)

LDR816 (3.0 credit hours)

Analysis of Management History, Theory, and Leadership Thought II

Doctoral students will write a leadership plan that will be all inclusive and comprehensive. The plan will incorporate leadership qualities that apply to their organization based on their initial research in LDR 812 Analysis of Management History, Theory, and Leadership II. Doctoral students will discuss, analyze and propose the mission, vision, and strategic direction of the organization, utilizing scholarship, business, administration, and education. (Pre-requisite: All core and research classes.)

MACJ501 (3.0 credit hours)

Seminar in Criminal Justice

This graduate course provides a brief historical survey of the components of the Criminal Justice System. Areas covered include how law enforcement, the prosecutor's office, the courts, and corrections function individually and collectively in the pursuit of justice. A thorough examination of how defendants proceed through the Criminal Justice System is undertaken. Students will analyze and discuss current topics such as homeland security, terrorism and the role of the Criminal Justice System in homeland security operations. (Program co-requisite)

MACJ511 (3.0 credit hours)

Seminar in Law Enforcement

A social psychological examination of current issues and problems in municipal law enforcement, including such topics as the recruiting and training law enforcement officers, informal exercise of police authority, police role conflict, the relative significance of law enforcement and social service, and interactional dynamics of police subculture. Co-requisite: MACJ501

MACJ512 (3.0 credit hours)

Seminar in Court Systems

The advanced study of the development, structure and processes of the American Criminal Court System. The course will identify and assess the decision points of the criminal justice process (pre- trial, charge, plea negotiations, and sentencing) and the impact they have on the work of the court's key figures in a contemporary court system. Students will analyze the role of the Supreme Court in balancing state vs. individual interests including: personal liberty and community safety. Co-requisite: MACJ501

MACJ513 (3.0 credit hours)

Seminar in Correctional Systems

The advanced study of the theory, practices, and polices of the American Correctional System. The course investigates the historical development of imprisonment including the central themes of Retribution, Restoration, Rehabilitation, Deterrence and Incapacitation. The course will define the role of the working relationship of corrections in the greater spectrum of the criminal justice system while analyzing and evaluating the significant problems facing the system today. Students

will break down the ethical, legal and practical dimensions of proposals for reform through a blend of theory, practice and first hand observation. Co-requisite: MACJ501

MACJ514 (3.0 credit hours)

Theory in Criminology and Criminal Justice

Advanced study of theory in criminology, examining the principal functions of criminological theories and how they are rooted in the historical and social contexts in which they originate. Topics include: analysis of how criminological theories work, the extent to which criminal theories are grounded in human experience and interests, and the principal contributions of sociological insights to the explanation of crime and criminals. Students will analyze, discuss, and thoroughly research criminological theories related to violent crime and property crime as well as terrorism and related crimes. Co-requisite: MACJ501

MACJ520 (3.0 credit hours)

Policy Analysis in Criminal Justice

This course will introduce, examine, and provide students the skills with which to critically analyze and critique criminal justice policies and their impact on practice. The focus of this course will be on understanding the process of developing and implementing effective criminal justice policies to guide and application of practice. Topics include analyzing a problem, setting policy goals and objectives, designing the policy, action planning, policy implementation and monitoring, policy evaluation outcomes, and reassessing and reviewing policy. Co-requisite: MACJ501

MACJ540 (3.0 credit hours)

Professionalism, Leadership and Ethics in Criminal Justice

An analysis of effective theories of organizational leadership, with a focus on appropriate applications within criminal justice and homeland security. Of critical importance will be the identification and discussion of critical leadership skills necessary to advance a criminal justice and homeland security agencies. Examines professional and ethical issues faced by decision makers in criminal justice. Co-requisite: MACJ501

MACJ550 (3.0 credit hours)

The Juvenile Justice System

This course focuses on the development and philosophy of the Juvenile Justice System; the measurement of delinquency, theories and correlates of delinquency, and prevention. Topics covered include; the processing of offenders through the juvenile justice system and the special forms of justice applied to non-adults by arrest, detention, adjudication and juvenile corrections. Delinquency theories are explored with emphasis on prevention, treatment, and control. Co-requisite: MACJ501

MACJ571 (3.0 credit hours)

Seminar in Homeland Security

This course provides a brief overview of the key elements of the United States' homeland security program. The course examines the scope and breadth of homeland and national security issues. Students will analyze and discuss the field of homeland security and its intelligence sub-fields which includes emergency management and natural disaster response aspects of the field**.** Co-requisite: MACJ501

MACJ572 (3.0 credit hours)

Dynamics of Terrorism

This course examines terrorism as a contextual phenomenon produced by the manner in which individuals, organizations, and the state are situated within larger surroundings. Case studies and use of primary documents are used to explore the multiple forms of and motives for

terrorism. Students examine origins of terrorism in the splintering of social movements, followed by the strategic and operational choices faced by the splinter and its members. Works by key theorists are supplemented by in-depth examination of particular episodes of terror to emphasize that even agency (individual choice) is bounded by a host of social and personal factors and constraints. Co-requisite: MACJ501

MACJ573 (3.0 credit hours)

Domestic and International Terrorism

This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, international and domestic security threats, and the goals, motivational factors, targets, and tactics of terrorist organizations. The student will learn techniques for evaluating an organization's vulnerability to attacks that involve chemical, biological, explosive, radioactive weapons or sabotage. Students will learn the current models, roles, and responsibilities of local, state, and federal agencies in counter-terrorism investigations. Co-requisite: MACJ501

MACJ574 (3.0 credit hours)

Cyber Security

This course will examine the interdisciplinary field of cyber security by examining the evolution of information security into the area of cyber security. Topics include: cyber security theory, and the relationship of cyber security to nations, businesses, society, and people. The course will cover multiple cyber security technologies, processes, and procedures. Students will analyze the threats, vulnerabilities and risks present in these environments, and identify appropriate strategies to mitigate potential cyber security problems. Co-requisite: MACJ501

MACJ576 (3.0 credit hours)

Border Security: Policy and Intervention

This graduate course provides a brief overview of United States border security and organized crime to include various transnational crimes such as weapons and drug smuggling, money laundering, human trafficking, etc. This course will examine U.S. responses to international criminal threats within various pathways such as cross-border trade, international financial transactions, and migration. U.S. agency roles and responsibilities will be examined in their efforts to combat transnational crime. In addition, Maritime ports of entry and defense of U.S. coastal waterways will be reviewed. Co-requisite: MACJ501

MACJ580 (3.0 credit hours)

Conflict Analysis and Resolution

This course provides an overview of major organizational and interpersonal conflict management and resolution theory and practice paradigms. This course will focus on the nature of conflict, conflict perspectives, needs and interests, goals, structure of conflict, styles of organizational and interpersonal conflict management and resolution, communication and motivation, negotiation and mediation, crisis intervention, and conflict as it relates to culture and diversity. Co-requisite: MACJ501

MACJ585 (3.0 credit hours)

Crisis and Emergency Management

This course is designed to provide students with an in-depth understanding and practical skills in managing crises and emergencies within the criminal justice context. Covering key concepts such as crisis management phases, risk assessment, crisis communication, and leadership under pressure, this course prepares students to effectively handle natural disasters, terrorist attacks, public health emergencies, and more. Students will learn to design emergency management plans

through lectures and case studies, communicate effectively during crises, and lead response teams in high-pressure situations. Co-requisite: MACJ501

MACJ586 (3.0 credit hours)

Intelligence and Investigations

This course is for criminal justice and homeland security students, emphasizing essential intelligence and investigative skills for preempting crime and strengthening case resolution. It provides a deep dive into intelligence-led strategies, blending theory and practice from public safety to homeland security. Topics include intelligence collection, analysis methods, the impact of technology, ethical challenges, and intelligence integration into investigations. The curriculum hones critical skills, preparing students for the multifaceted intelligence roles in criminal justice and homeland security. Co-requisite: MACJ501

MACJ590 (3.0 credit hours)

Research Methods in Criminal Justice

Research design for criminal justice with an emphasis on data collection methods, measurement of validity and reliability, and causal analysis. Social science research methods will be applied to criminal justice and homeland security management including quantitative and qualitative research, the terminology of research, conducting research, and answering research questions. The pre-proposal for the thesis must be approved by completion of this course. (Pre-requisite: MACJ501)

MACJ610 (3.0 credit hours)

Criminal Justice Capstone

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

MAN511 (3.0 credit hours)

Strategic Management

This course focuses on business planning, strategy and organizational analysis. Strategic Management is the decision process that compares an organization's internal capabilities with the external opportunities and threats it faces in its environment. It is an ongoing process of analysis, planning, and action that attempts to keep a firm aligned with its environment while building on organizational strengths and exploiting environmental opportunities while minimizing organizational weaknesses and avoiding environmental threats. In general, Strategic Management is a proactive process that is intended to help managers effectively and efficiently achieve a firm's performance objectives in an unpredictable, turbulent environment. Organizational analysis emphasizes the design, functioning and structure of an organization. In addition, contingency and entrepreneurial planning will be examined.

MAN542 (3.0 credit hours)

Business Research Methods

Students learn to conduct qualitative and quantitative research that contributes to business decision-making. Practical knowledge includes secondary data searches; questionnaire, interview, and case study design; data analysis and display; and written and oral reports. Business research ethics will be addressed.

MAN551 (3.0 credit hours)

International Business

Students learn key aspects of the international business environment and their impact on creating opportunities and challenges for business. Topics include theories, institutions, conventions and agreements affecting international business, as well as effective strategies for improving business performance in the global market. Practical experience is gained through the analysis of real-world cases and projects.

MAN571 (3.0 credit hours)

Organizational Behavior

Students focus on three factors that contribute to successful organizational performance: individual behavior, group/team behavior and organization-wide processes. Topics include ethics, diversity, communication, motivation, leadership, conflict management and organizational culture, structure and change. Learning activities emphasize practical application of organizational theory.

MAN573 (3.0 credit hours)

Project Management

This course provides a deep understanding of project management processes, behavioral and technical tools for effective planning, scheduling, controlling projects activities, managing and implementing projects. Students learn applications and how to develop a project through several stages of implementation and how to manage projects in modern organizations. Some of the key areas include the Critical Path Method (CPM), Program Evaluation and Review Technique (PERT), Gantt Charting, and communication processes as they apply to operational and service activities in today's modern business and management operations. Co-requisite: MAN571

MAN574 (3.0 credit hours)

Managerial Communications

Students will enhance their professional management communications skills through reading, writing, and practicing their oral and written presentation skills. Students will explore communications strategies and techniques for communicating using traditional methods and emerging methods. Co-requisite: MAN571

MAN575 (3.0 credit hours)

Operations Management

This course provides students with the tools needed to manage operations and projects within an organization. Topics include demand forecasting, capacity planning, project scheduling, inventory control, purchasing and materials management, facilities management, project management strategies, product selection and design, location analysis, and performance objectives. Quality Control methods, break even analysis, decision analysis, and supply chain management will also be covered.

MAN671 (3.0 credit hours)

Leadership Development

Students develop leadership competencies by examining the behaviors, skills and styles of effective leaders and use them as benchmarks to assess their own strengths and needs for improvement. Topics include participative leadership, coaching and empowerment; power and influence strategies; contingency models of leadership and innovation-oriented leadership. Personal leadership action plans are used to document transition to desired behaviors. Pre-requisites: Must be taken after core courses are completed or concurrently with last core course.

MAN672 (3.0 credit hours)

Cross Cultural Management

Through experiential learning, case analyses, and individual and group projects, this course provides students with an understanding of the process of cross-cultural management and the challenges that they face while working in multicultural environments. Core competencies include self-awareness, managing ambiguity and uncertainty, managing intergroup conflict, cross-cultural communication, and international career development.

MAN673 (3.0 credit hours)

Organizational Change

Students apply organizational change theory to complex organizational issues. Leaders must be able to create a vision for change, diagnose organizational problems, implement organizational redesign and cultural change, and measure effectiveness. Case studies emphasize the need to manage resistance to change and reinforce new behaviors.

MAN674 (3.0 credit hours)

Global Human Resources Management

Students learn to create best practices in the global human resources field using effective leadership towards staffing operations in order to achieve sustainable global growth. The process of recruiting, selecting, training, and developing staff for global assignments is examined. A thorough understanding of global compensation, career issues, and global industrial relations is analyzed so that students can analyze world issues, laws, ethics, and cultures and apply their skills to an effective global human resources management strategy. Co-requisite: MAN571

MAN675 (3.0 credit hours)

Culture and Organizations

This course draws on the cross-cultural psychology literature on national and ethnic cultures and on the management literature on culture in organizations. Major topics include the content and manifestations of culture, cultural similarities and differences, the transmission of culture, culture and subculture, culture change, leadership and culture, and managing organizational culture.

MAN676 (3.0 credit hours)

Global Supply Chain Management

This course combines essential business processes, such as purchasing, cost analyses, use of technology, and optimization of cost of capital, with international logistics and finance. The course focuses on the dynamics of globally sourcing products, services, and information with the objective of linking procurement and distribution activities with increased customer value and reduced costs. Students will analyze the benefits, costs, and challenges of global sourcing, developing an understanding of how to identify, design, and manage a sustainable global supply chain system. Topics include: aligning supply chains with business strategies, logistics and supply chain operations, global sourcing practices, international procurement financing, examination of supply chain management software, and supply chain systems design.

MAN690 (3.0 credit hours)

Program Capstone

Serving as the capstone course for the Master of Science in Management program, this course addresses emerging management topics and serves as an integration mechanism for the curriculum by integrating leadership skills, strategic planning and implementation skills, the human resources aspect of management, managerial communication and the ability to develop other leaders within the organization and implement change effectively. Taken in the last term of enrollment.

MBA500 (3.0 credit hours)

Advanced Essential Business Concepts

This course provides a foundation in business concepts and professional business communication in preparation to successfully complete the MBA program requirements. Topics include management theory, business communication, and Microsoft Office basics as well as an intensive focus on business writing skills and style in APA format.

MBA501 (3.0 credit hours)

Advanced Business Analysis

In this course students will develop a fundamental understanding of accounting, finance, economic and statistical data analysis. Various tools and methods will be used to assist students in making data driven decisions. Topics will include financial statement analysis, capital structure of business, TVM, forecasting, statistical analysis and economic topics of demand, pricing, and market structures.

MBA699 (3.0 credit hours)

Capstone: Business Strategies

Serving as the capstone course for the MBA program, this course serves two purposes: First, to address emerging business topics; and second, to serve as an integration mechanism for the MBA curriculum. The primary focus of the course is the application of strategic management for competitive advantage. Pre-requisites: All MBA core courses. Must be taken in final term of enrollment. May be taken concurrently with last concentration course.

MCB5225 (3.0 credit hours)

Molecular Biology of Disease

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

MFT501 (3.0 credit hours)

Fundamentals of FinTech

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

MFT502 (3.0 credit hours)

Artificial Intelligence and Machine Learning for FinTech

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

MFT503 (3.0 credit hours)

Digital Payments and Marketplace Lending

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

MFT504 (3.0 credit hours)

Cryptocurrency and Blockchain

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

MFT505 (3.0 credit hours)

Law, Policy, and Regulation in FinTech

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

MFT506 (3.0 credit hours)

Data Visualization

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

MFT507 (3.0 credit hours)

Financial Services and Digital Transformation

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

MFT508 (3.0 credit hours)

Big Data and Analytics

Students learn to apply Hadoop and related Big Data technologies such as MapReduce, Hive, Impala, and Pig in developing analytics and solving the type of problems faced by enterprises today. Designing, building, and maintaining the Hadoop application are part of the course. Particular attention will be paid to the Hadoop architecture and the Hadoop ecosystem of tools.

MHC501 (3.0 credit hours)

Foundations of Counseling

This course provides students with an introduction to the counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues will be explored. The course provides an overview of the clinical mental health counseling program, the profession, and professional competencies. (Program co- requisite)

MHC505 (3.0 credit hours)

Counseling across the Lifespan

This course will present theories and research on the nature and needs of individuals at all levels of life span development. Consideration will be given to socio-emotional, intellectual, physical, moral, and spiritual aspects of development. Students will review theoretical frameworks describing optimal human development, as well as the developmental etiology of problematic behaviors that will serve to introduce students to behaviors and concepts relevant to clinical practice with both children and adults.

MHC510 (3.0 credit hours)

Counseling Skills and Techniques

This course will introduce students to basic counseling skills. Students will gain experience through role play, practice interviews, and videotaped presentations to learn and practice basic counseling skills. Ethical and culturally responsive practices will be emphasized.

MHC515 (3.0 credit hours)

Counseling Theories and Practice

This course provides students with the theoretical background and therapeutic skills necessary for the practice of counseling. The course will focus on the major approaches to counseling and psychotherapy in current use, including historical foundations, empirical foundations, advantages, and limitations to determine which are most appropriate. Students will also begin to develop a personal theory of counseling.

MHC520 (3.0 credit hours)

Ethical and Legal Issues in Counseling

This course covers the standards for professional conduct in counseling, including ethical principles and legislation and court decisions affecting professional behavior. Students will examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, and placement data will be discussed in relation to counseling a variety of culturally diverse populations in multiple settings.

MHC525 (3.0 credit hours)

Group Theories and Practice

This course explores leadership styles, group dynamics, and group process necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. Students will engage in a variety of practical application assignments and discussions, focusing on counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development. The course requires that students gain experience as both a growth group participant and as a co-leader.

MHC530 (3.0 credit hours)

Career Counseling

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. An emphasis will be placed on individual career counseling skills across diverse populations.

MHC535 (3.0 credit hours)

Counseling and Advocacy with Diverse Populations

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and advocacy strategies for diverse clients.

MHC540 (3.0 credit hours)

Crisis Counseling

This course focuses on the personal and systemic impact of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan. Students will explore theory and models applied to crisis situations and will explore emergency management systems and collaboration among schools, agencies, and governmental entities. Students will explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Through contemporary articles and case studies, students will consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

MHC545 (3.0 credit hours)

Counseling Intervention and Treatment Planning

This course prepares students for their roles as counselors in areas of prevention and intervention with specific populations in diverse settings. The course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning. Diversity considerations and current models of evidence-based practice will be emphasized. Students will explore therapeutic approaches related to a broad range of mental health issues, aspects of therapeutic alliance, goal-setting, and outcome evaluation. (Prerequisite: MHC515)

MHC550 (3.0 credit hours)

Assessment in Counseling

This course is designed to provide an overview of principles and application of mental health assessment in a multicultural society. Students will gain an understanding of basic methods of assessment in counseling, to include evaluating, selecting, and using appropriate techniques and standardized testing methods, and to conduct a thorough, culturally sensitive, and ethically responsible assessment.

MHC555 (3.0 credit hours)

Psychopathology and Diagnosis

This course covers the etiology and presentation of major mental health disorders as classified in the Diagnostic and Statistical Manual of Mental Disorders. Multiple perspectives of clients' emotional and psychological distress, disturbances, and behaviors are considered, while including acknowledgment of client strengths and resilience and the social and cultural context. Additionally, the course introduces students to skills in selecting and implementing appropriate treatment strategies and in case presentation.

MHC560 (3.0 credit hours)

Counseling in Community Settings

This course will cover the history of community psychology, with a focus on the various approaches and techniques used by community counselors across diverse populations. Distinctions between traditional clinical interventions and community interventions are highlighted. Students will also develop strategies to promote client understanding of and access to a variety of community based resources.

MHC565 (3.0 credit hours)

Couple and Family Counseling

This course provides counseling students with the theoretical background and therapeutic skills necessary for therapeutic intervention in families, couples, and systems. Information will be provided on contemporary approaches, ethical considerations and professional issues. Counseling practices for different populations and types of families will be explored.

MHC570 (3.0 credit hours)

Foundations of Addiction and Addictive Behavior

This course provides students with the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the life-span. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues will also be explored. (Prerequisite: MHC555)

MHC575 (3.0 credit hours)

Counseling and Sexuality

This course focuses on increasing students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum. Students will develop the skills and tools necessary to strengthen positive relational and sexual functioning in a therapeutic setting. Personal values clarification, sex education, cultural messages, gender role development, and relational patterns will be examined throughout the course. (Prerequisite: MHC505)

MHC660 (3.0 credit hours)

Practicum in Counseling

This supervised practicum experience has a minimum of 100 clock hours over one 16-week semester. The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling

supervision. (Prerequisites: MHC501, MHC505, MHC510, MHC515, MHC520, MHC525, MHC530, MHC535, MHC540, MHC545, MHC550, RSM610)

MHC661 (3.0 credit hours)

Internship in Counseling

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups;2)weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisite: MHC660)

MCH662 (3.0 credit hours)

Internship in Counseling

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups;2)weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisite: MHC660)

MKT531 (3.0 credit hours)

Marketing Management

Students gain the knowledge and skills necessary to understanding the critical role of marketing in successful organizations. Topics include segmentation analysis, target markets, positioning, marketing mix elements, supply chain, marketing communication and pricing.

MKT631 (3.0 credit hours)

Marketing Research and Analytics

Students gain an understanding of various marketing information needs of an organization. Topics include definition of research objectives, data sources, research design, interpretation of data and evaluation of research proposals and results. The course focuses on applying marketing analytics and research concepts to solving real-world problems through applied research exercises and experiential research development projects.

MKT633 (3.0 credit hours)

Promotional Strategy

Students learn the formulation and execution of promotional strategy of a marketing plan, thus developing strategic thinking in all aspects of marketing communication. Integrated promotional strategy topics include advertising, sales promotion, personal selling, direct marketing and public relations and publicity. The course includes a variety of application exercises such as cases and real-world promotional projects.

MKT634 (3.0 credit hours)

Advanced Consumer Behavior

An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

MKT635 (3.0 credit hours)

International Marketing

Students examine marketing practices in a global environment. They examine types of decisions that marketing manager's make when expanding into a foreign market. The course assumes familiarity with general marketing management and utilizes this as a base to develop insights and understanding of international marketing. It relates various economic, social, political, religious and legal dimensions of the world to the marketplace. Special emphasis is placed on the impact of cultural values and businesses operations, business transactions and global marketing strategies.

MKT637 (3.0 credit hours)

Digital Marketing

Students examine marketing practices in a digital environment. They examine types of decisions that marketing manager's make when expanding into a digital market. The course assumes familiarity with general marketing management and utilizes this as a base to develop insights and understanding of digital marketing. It relates various economic, social, political, religious and legal dimensions of the world to the marketplace. Special emphasis is placed on the impact of e-marketing and social media, business transactions and digital marketing strategies.

MKT851 (3.0 credit hours)

Emerging Issues in Marketing

The course is designed to help D.B.A. students develop both an appreciation for the intellectual growth of marketing as an academic discipline and a set of skills related to the practice of marketing management. Students will be exposed to the role of marketing in a modern organization and, through the use of case, lecture, and market modeling assignments; will develop skills in planning and executing marketing programs. Students will examine the intellectual underpinnings of marketing as a discipline by examining the development of

marketing theories from both a historical as well as philosophical basis. In doing so, they will also be exposed to the basic issues involved with doing scientific research in the social sciences. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

MKT852 (3.0 credit hours)

Seminar in Global Marketing

The course is designed to develop an understanding of the problems and opportunities present in the international business environment and the challenges involved in the development and implementation of the international corporate/marketing strategy. It includes an analysis of the environment of international markets, theories and models, market research methodology, and the marketing mix. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

MKT853 (3.0 credit hours)

Seminar in Marketing Models and Theory

This course is designed to prepare doctoral students in marketing for the dissertation by providing them with the skills to develop theory within a marketing context. The students will examine a structured theory development procedure and will complete a theory development paper. In addition, students will read and critique works in the field. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

MKT854 (3.0 credit hours)

Consumer Behavior Theory and Practice

The course examines new customer theory, the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and analytical methods to develop and design consumer response systems. Customer loyalty and satisfaction are measures to help assess impacts of various marketing strategies using techniques and scales to create improved consumer results. Developing promotional methods for practical customer application provides marketing professionals advanced tools to design enhanced service performance and tangible sales programs. Additional topics include: defining consumer responses to the target market and investigating market segmentation to improve overall goal performance. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

MKT855 (3.0 credit hours)

Strategic Service Marketing

Service marketing requires strategies and tactics that are different from traditional goods marketing. The doctoral student will explore service quality theories and measurements, customer expectations and perceptions, business-to-business service applications, a conceptual framework for service recovery, the financial and economic impact of service quality, service innovation and design processes, the customer's role in service delivery, and global services marketing. Students will be evaluated on the basis of several practical assignments using new theories of service quality and they will develop a service marketing plan. Students will be prepared for various career opportunities in services marketing. (Pre-requisite: DBA700, DBA710, DBA720, DBA730, DBA740, DBA750, DBA760)

MTL520 (3.0 credit hours)

Information Systems Management

This course is designed to teach students project management and system lifecycle management practices used in the management of business information systems. Students will learn steps, concepts, and terminology used in project management and necessary for Project Management

Professional certification. Students will gain experience creating standard project management plans, documents, schedules and proposals, and have hands-on exercises using management tools such as Microsoft Project. Students will also learn important skills for project estimation, progress tracking, estimating return-on-investment, and prioritization. Students will be tested on their knowledge of PMP standards and assessed on their ability to use Microsoft Project and to create acceptable plan documents.

MTL530 (3.0 credit hours)

Computer Security

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

MTL650 (3.0 credit hours)

Social, Legal, Ethical Issues and the Internet

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

MTL655 (3.0 credit hours)

Data Warehousing

This course is designed to introduce students to data warehousing and related concepts. Students will learn about the significant requirement efforts to prepare the data from its original source systems, transform, clean, etc. Students will learn about the front-end tools available and how these tools make it possible to do extensive ad hoc reporting.

MTL665 (3.0 credit hours)

Service Oriented Architecture

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

MTL675 (3.0 credit hours)

Cloud, Virtualization and Mobile Services

This course discusses the concepts of cloud computing, mobile content delivery and virtual enterprise technologies. Topics include: public and private cloud migration strategies, mobile client implementation, and secure virtualization practices.

MTL690 (3.0 credit hours)

Project Technology Leadership (Capstone)

Serving as the capstone for the Master of Science in Information Technology Leadership, this course addresses emerging technology topics and explore how to align business related problems to the investment and implementation of the appropriate technology.

NGR701 (3.0 credit hours)

Chemistry, Biochemistry, and Physics for Anesthesia

Investigates principles of chemistry, biochemistry, and physics related to anesthesia and operating room safety.

NGR703 (3.0 credit hours)

Advanced Principles of Physiology and Human Anatomy

This course will appraise physiology and human anatomy from the cellular through the organ system level. This course focuses on developing depth and breadth of knowledge related to the normal physiological function of humans and how normal function at the cellular, tissue, organ, and organ system levels establish homeostasis in humans.

NGR704C (3.0 credit hours)

Anesthesia Equipment, Instrumentation, and Technology: Application and Evaluation

This course focuses on principles related to the evaluation and application of equipment, instrumentation, and technology used in anesthesia practice. This is a combination lecture and simulation laboratory course. Students will apply principles from the classroom in a simulated operating room environment.

NGR705 (3.0 credit hours)

Advanced Pharmacology

This course explores advanced pharmacology in-depth, equipping students with the foundational knowledge necessary for rational drug selection, therapeutic decision-making, and safe patient monitoring. The curriculum emphasizes core pharmacological principles, including pharmacokinetics and pharmacodynamics, and examines the clinical application of drug therapy within a disease-based framework. Students will analyze the mechanisms of action, therapeutic uses, and safety considerations of medications affecting the autonomic nervous system, including sympathomimetics, positive inotropes, antiarrhythmics, and alpha- and beta-adrenergic antagonists. Special consideration is given to age- and gender-related pharmacological differences and the management of pain, ensuring a comprehensive approach to medication use across diverse patient populations.

NGR706 (3.0 credit hours)

Scientific Foundations for Evidence-Based Practice

This co-convened course accommodates both RNs in the DNAP entry-into-practice (DNAPe) and CRNAs in the DNAP completion (DNAPc) tracks. It prepares students to integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nurse anesthesia practice. Students will use evidence-based theories and concepts from nursing and other disciplines to study healthcare delivery phenomena and their outcomes. Analytic methods will be examined to critically appraise existing literature and other evidence to determine and implement the best evidence for high-quality practice.

NGR707 (3.0 credit hours)

Business Management Application in Evidence-Based Practice

This co-convened course accommodates both RNs in the DNAP entry-to-practice (DNAPe) and CRNAs in the DNAP completion (DNAPc) tracks. It focuses on applying business management principles to evidence-based practice. Students will learn the basics of business, management practices, professional advocacy, and leadership. They will also evaluate practice management,

various aspects of human resources, and the importance of ethical and professional practices in business.

NGR708 (3.0 credit hours)

Leadership Approaches in Healthcare

This course delves into strategic thinking and planning in healthcare, emphasizing contemporary issues in leadership such as ethical, moral, and responsible leadership, team dynamics, and global leadership principles. Students will explore visionary and strategic leadership, learning how to inspire others, align organizational culture with vision, and drive organizational change. The course also covers essential interpersonal skills and team building, effective decision-making models, financial management, ethical frameworks, operational leadership considerations, and strategies for leading change and continuous professional growth.

NGR713 (3.0 credit hours)

Advanced Pathophysiology Across the Lifespan I

This course focuses on the advanced pathophysiology of the cardiovascular, renal, and respiratory systems. Emphasis is placed on the body's homeostatic mechanisms and how disease and genetics may alter them.

NGR714C (3.0 credit hours)

General Principles of Anesthesia

The course examines general principles of anesthesia which serve as the foundation for anesthesia practice. Course topics include: fluid assessment and management, patient positioning, utilization and interpretation of laboratory data, airway management, monitored anesthesia care, and pain management/theory.

NGR715 (3.0 credit hours)

Advanced Pharmacology for Anesthesia

This course focuses on principles of anesthetic pharmacology with an emphasis on receptor theory. Importance is placed on pharmacokinetics, pharmacodynamics, and clinical applications of pharmaceutical agents. Interactions between anesthetic agents and non-anesthesia pharmacology will be explored and emphasized.

NGR716 (3.0 credit hours)

Business in Anesthesia

This course integrates core business concepts with the specialized field of nurse anesthesia. It covers topics including the history and trends in anesthesia, strategic management, organizational structure, financial and legal aspects of healthcare, and leadership skills relevant to nurse anesthetists. Students engage in diverse learning activities such as the Crystal Coast Project, regular discussions, and a comprehensive final project involving business plan development and strategic thinking. The course aligns with the program's goals of cultivating advanced expertise and leadership skills, emphasizing evidence-based research, effective communication, and ethical practice in anesthesia.

NGR717 (3.0 credit hours)

Advanced Health Assessment for Diverse Populations

This course focusing on preparing students to synthesize concepts from nursing and the biopsychosocial sciences in the formulation of a comprehensive health assessment. This course emphasizes two distinct areas of assessment: comprehensive assessment skills and judgment needed to perform preoperative assessment of the surgical patient across the lifespan (anesthesia

assessment) and a holistic, comprehensive, and culturally sensitive assessment utilized in advanced practice nursing.

NGR723 (3.0 credit hours)

Advanced Pathophysiology Across the Lifespan II

This course focuses on the advanced pathophysiology of the cardiovascular, renal and respiratory systems. Emphasis is placed on the body's homeostatic mechanisms and how disease and genetics may alter it.

NGR724C (3.0 credit hours)

Anesthesia for Surgical Procedures I

This course provides an in-depth investigation into anesthesia management for surgical procedures. Emphasis will be placed on students formulating written and verbal anesthesia plans and applying those plans to the management of patients in a simulated operating room environment.

NGR728C (3.0 credit hours)

Nurse Anesthesia Care for Co-Existing Disease and Injury I

This course focuses on the incorporation of the principles of anesthetic management for patients experiencing traumatic injury, and diseases of the cardiovascular, respiratory, endocrine, renal, hepatic, neurological, and musculoskeletal systems.

NGR729C (3.0 credit hours)

Regional Anesthesia

This course explores the theoretical and practical considerations of perioperative patients undergoing regional anesthesia. It provides the foundational knowledge for technique and medication selection. Students will review the pharmacology of local anesthetics and their application in regional anesthesia. They will determine appropriate regional anesthesia techniques and execute such techniques, as well as monitor and educate the patient.

NGR762 (3.0 credit hours)

Health Informatics Application

This course focuses on the application of information systems technology in healthcare settings. Students will learn about and evaluate the effective management of information using current technology and assess the impact of such technology on anesthesia practice and patient care.

NGR830 (3.0 credit hours)

Nurse Anesthesia Roles

This course investigates the role of the nurse anesthetist in clinical practice. Topics include: scope of practice, ethics, vigilance while providing patient care, protecting patients from iatrogenic complications, wellness and substance abuse, and expectations of a student entering clinical.

NGR831 (3.0 credit hours)

Anesthesia for Special Populations

This course focuses on an in-depth discussion of the anesthetic management of special populations, include: pediatrics, obstetrics, geriatrics, and obesity. Pathophysiology, pharmacology, and clinical considerations will be emphasized when planning the anesthetic management of these populations.

NGR834C (3.0 credit hours)

Anesthesia for Surgical Procedures II

This course provides an in-depth investigation into anesthesia management for surgical procedures. Emphasis will be placed on students formulating written and verbal anesthesia plans and applying those plans to the management of patients in a simulated operating room environment.

NGR838C (3.0 credit hours)

Nurse Anesthesia Care for Co-Existing Disease and Injury II

This course focuses on the incorporation of the principles of anesthetic management for patients experiencing traumatic injury, and diseases of the cardiovascular, respiratory, endocrine, renal, hepatic, neurological, and musculoskeletal systems.

NGR840 (3.0 credit hours)

Leadership in Advanced Practice Nursing: Influencing Policy and Improving Patient Outcomes

This course focuses on applying principles of leadership to influence healthcare policy and improve patient outcomes. Students will analyze policies and outcomes and formulate plans to enact change by influencing facility leadership and political stakeholders.

NGR842 (3.0 credit hours)

Capstone I: Topic and Literature Review

This co-convened course accommodates both RNs in the DNAP entry-to-practice (DNAPe) and CRNAs in the DNAP completion (DNAPc) tracks. It is designed to enhance students' understanding of the literature review process and facilitate exploration of Capstone topic ideas through collaborative brainstorming with peers and the instructor. Delivered in an online didactic format, the course emphasizes providing students with the knowledge and skills necessary to conduct a comprehensive literature review. Students will have opportunities to refine their literature review abilities and develop research aptitude through practice assignments, laying a solid foundation for their Capstone Project.

NGR844 (3.0 credit hours)

Nurse Anesthesia Clinical Practicum I

This course focuses on progressing previous didactic and in-hospital observation experiences to the development of entry-level anesthesia practice. Applications of concepts gleaned from previous semesters are integrated throughout the clinical experience. Students will learn about the components of the operating room department, to proactively prepare the room for a surgical case and appreciate proper operating room etiquette. An emphasis on patient safety and vigilance, perianesthesia topics of pre-operative evaluation, comprehensive equipment check and prevention of iatrogenic complications for general anesthesia are explored. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. This course develops the workflow from arriving to the operating room, preparing the room, comprehensively assessing the patient, and then safely navigating the induction phase of anesthesia. Experiential learning reflects upon the construction of care plans and bridging of skills and knowledge taught in the didactic phase of the education. The student will spend a minimum three days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

NGR852 (3.0 credit hours)

Capstone II: Methodology & IRB Submission

This co-convened course accommodates both RNs in the DNAP entry-to-practice (DNAPe) and

CRNAs in the DNAP completion (DNAPc) tracks. This comprehensive online course is designed to provide students with an in-depth understanding of research methodologies, including a detailed overview of the Keiser University Institutional Review Board (IRB) process and timeline. With a strong emphasis on developing the necessary knowledge and skills required for an outstanding Capstone Project, students will have the opportunity to explore appropriate methodologies and techniques while gaining practical insights through various learning activities.

NGR854 (3.0 credit hours)

Nurse Anesthesia Clinical Practicum II

This course expands upon the clinical knowledge and foundational concepts developed in Clinical Practicum I and in-hospital experiences. Students begin to incorporate evidence-based research practices in the clinical arena. This course concentrates on transitioning from the preoperative and induction of phase of anesthesia to the maintenance phase. Clinical autonomy is accentuated as the student learns to adapt to dynamic changes in the operating room. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

NGR962 (3.0 credit hours)

Capstone III: Implementation

This co-convened course accommodates both RNs in the DNAP entry-to-practice (DNAPe) and CRNAs in the DNAP completion (DNAPc) tracks. As students progress to Capstone III, they are assigned a Capstone chair who guides them throughout the development process. The chair approves the Capstone topic and works closely with students to ensure they are well-versed in all aspects of the Capstone process. While this course is not instructional in nature, students benefit from guidance on navigating the Capstone process effectively. Students should come prepared with a strong understanding of the literature review, methodology, and Capstone topic to present to their chair at the start of the course. Upon approval of their Capstone's literature review and methodology sections, the chair supports submission for Keiser University IRB approval. Students aim to complete the first half of their project by the course conclusion. Through close collaboration with their Capstone chair, students are positioned to produce a successful Capstone Project that meets the highest academic standards.

NGR965 (3.0 credit hours)

Nurse Anesthesia Clinical Practicum III

This course builds upon the clinical knowledge and foundational concepts developed in Clinical Practicums I and II and in-hospital experiences. While mastering the previous clinical concepts, this course further aims to prepare the student to safely and timely emerge an anesthetized patient. Students begin to incorporate evidence-based research practices in the clinical arena. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

NGR972 (3.0 credit hours)

Capstone IV: Evaluation of Outcomes & Dissemination

This co-convened course accommodates both RNs in the DNAP entry-to-practice (DNAPe) and

CRNAs in the DNAP completion (DNAPc) tracks. In this final Capstone Project course, students work with their Capstone chair to conduct an evidence-based evaluation of their project results and disseminate their findings through various formats. Along with the written project, students disseminate their findings via webinars, video presentations, posters, podium presentations, executive summaries, or publications. The course provides support through guidance and feedback from the Capstone chair and a second reader, ensuring the project meets rigorous academic standards.

NGR975 (3.0 credit hours)

Nurse Anesthesia Clinical Practicum IV

This course builds upon the didactic and clinical principles and skills learned in Clinical Practicum I, II, and III and integrates the scientific and anesthetic principles utilized in previous semesters. Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Applications of clinical concepts specific to obstetrical anesthesia, regional anesthesia, pediatric anesthesia, cardiovascular and thoracic anesthesia, neurosurgical anesthesia and more advanced anesthesia specialty cases including pain management are fundamentally explored. The student will spend a minimum of five days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

NGR980 (3.0 credit hours)

Synthesis Seminar

This course focuses on preparation for the National Certification Exam. Student's participate in a comprehensive review of anesthesia topics included on the NBCRNA's National Certification Exam Content Outline. The student will spend a minimum of three days per week (or equivalent) in the clinical setting as a requirement for the clinical portion of this course.

NGR985 (3.0 credit hours)

Nurse Anesthesia Clinical Practicum V

This course further develops concepts from all previous clinical semesters to prepare the student to safely and autonomously perform any type of anesthesia. Students use critical reasoning skills, best practices and reflective thinking in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Clinical experiences focus on anesthesia care of ASA I through IV patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on advanced health assessment and differential diagnosis, specialty surgical procedures, insertion of invasive pressure monitoring catheters, advanced airway management and safety and vigilance are reinforced.

NUR501 (3.0 credit hours)

Leadership and Professional Development in Nursing

This course introduces students to caring scholarly nursing practice and professional role development. It compares and contrasts advanced generalist practice and advanced practice nursing in academia, organizations, government and other settings. Students will construct a customized career trajectory for focused program study. Explores a variety of nursing career paths to enable students to develop goals and plan for professional progression after graduation. (Program co-requisite.)

NUR502 (3.0 credit hours)

Nursing Theory for Research and Nursing Practice

This course focuses on the philosophical and theoretical foundations for advanced practice nurses, provides an overview of the development and relationship of nursing theory, research and practice. Students will examine the process by which theory and research is critically appraised

and translated into evidence-based practice. The course appraises research for outcomes relevant to contemporary nurse situations. Course provides a foundation to design the final capstone project. Co-requisite: NUR501

NUR510 (3.0 credit hours)

Health Promotion and Disease Prevention

The course focus is to reinforce preventative health practices which proactively prevent illness and disease. Explores contemporary health initiatives aimed at promoting healthy populations and the elimination of health disparities. Examines disease prevalence found in specific racial and ethnic groups. Supports developing population based and/ or work based prevention projects leading to improved health outcomes. Pre-requisite: NUR500 or NUR501 or admission to the RN-BSN-MSN program

NUR520 (3.0 credit hours)

Health Systems, Policy and Resource Management

This course combines the study of contemporary health care policies, finance, and health care systems; exploring key stakeholder's roles in health care, including initiatives aimed at improving quality and patient safety in the healthcare environment. Theory is integrated to provide a scientific foundation to assess, implement, and evaluate quality and safety in healthcare settings. Students will defend, appraise, and critique current health care reform initiatives. The course will provide an opportunity to interpret divergent views for equitable healthcare access for all members of society. Pre-requisite: NUR501

NUR540 (3.0 credit hours)

Human Diversity, Global Health, and Social Issues

The course examines and explores human diversity, cultural differences, and ways to incorporate culturally responsive care in today's healthcare practice settings. Exploration of global health, social issues, and identified health disparities will be integrated to empower students to advocate for best transcultural nursing practices. Transformational learning is facilitated for synthesis of caring and transcultural nursing theories leading to reflective professional practice. Co-requisite: NUR501

NUR602 (3.0 credit hours)

Primary Health Care of the Family I

This course prepares the student to become a provider of primary health care to families of young adults, adults, and older adults across health care settings. The primary focus of the course is on the application of theoretical principles, assessment skills, critical thinking, evidenced-based practice guidelines, and comprehensive treatment programs for young, middle, and older adults with high-prevalence illnesses including ear, nose, throat disorders, pulmonary disorders, cardiac disorders, gastrointestinal disorders, and genetic disorders. Pre-requisite: NUR501, NUR502, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR602A

NUR602A (2.0 credit hours/120 clinical hours)

Primary Health Care of the Family I Practicum

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Adult Health One Primary Care. Screenings, health maintenance, and management of health problems in young adults, adults, older adults and their families will make-up the clinical experiences of this course. Pre-requisites: NUR501, NUR502, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR602

NUR603 (3.0 credit hours)

Primary Health Care of the Family II

This course prepares the student to become a provider of primary health care to families of young adults, adults, and older adults across health care settings. The primary focus of the course is on the application of theoretical principles, assessment skills, critical thinking, evidenced-based practice guidelines, and comprehensive treatment programs for young, middle, and older adults with high-prevalence illnesses including musculoskeletal disorders, neurological disorders, hematological disorders, rheumatic disorders, oncology illnesses, and mental health disorders. Students will gain expertise as an educator, patient advocate, and change agent. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR603A

NUR603A (2.0 credit hours/120 clinical hours)

Primary Health Care of the Family II Practicum

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Primary Health Care of the Family II. Screenings, health maintenance, and management of health problems in young adults, adults, older adults and their families will make-up the clinical experiences of this course. Students will gain expertise as an educator, patient advocate and change agent. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR603

NUR604 (2.0 credit hours)

Primary Health Care of the Family III

The course focus is on the care of families of children and adolescents with common acute behavior problems. Course content focuses on health promotion, illness prevention, and the treatment of episodic problems from infancy through adolescence in primary care. Clinical management, available resources for patients, and the impact of illness on families are highlighted. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR640, NUR650, NUR661, NUR670, NUR671. Co-requisite: NUR604A

NUR604A (1.0 credit hours/60 clinical hours)

Primary Health Care of the Family III Practicum

This course focuses on the application of knowledge gained in the classroom from the co-requisite course, Primary Care of the Family III. Using a family-centered care approach, students experience well-child visits, age-appropriate screenings with anticipatory guidance, and the management of common, acute pediatric injuries and illnesses (including behavioral problems) during this clinical practicum. Students will examine pediatric conditions that warrant further evaluation outside of their primary care scope of practice. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR604

NUR605 (2.0 credit hours)

Primary Health Care of the Family IV

This course presents the management of common episodic and chronic health problems in women. Students will incorporate the patient and family developmental stage, psychosocial strengths, lifestyle variations, environmental stresses, cultural diversity and the available resources of the patient and the family in their approach to this population. Critical analysis of these problems will form the foundation for advanced practice nursing intervention and health promotion. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR640, NUR650, NUR660, NUR661, NUR670, NUR671. Co-requisite: NUR605A

NUR605A (1.0 credit hours/60 clinical hours)

Primary Health Care of the Family IV Practicum

This course focuses on the application of knowledge gained in the classroom from the co-requisite course Primary Care of the Family IV. Clinical experiences for this course will include screenings, health maintenance, health promotion and management of common health problems in females across the lifespan. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR640, NUR650, NUR661, NUR671. Co-requisite: NUR605

NUR610 (3.0 credit hours)

Roles and Contexts for the Women's Health Nurse Practitioner

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

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

NUR 611 (3.0 credit hours)

Advanced Reproductive Health

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

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

NUR 612 (3.0 credit hours)

WHNP I: Primary Care in Adolescents and Adults

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

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

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

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

WHNP I: Primary Care in Adolescents and Adults Clinical

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

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

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

NUR 613 (3.0 credit hours)

WHNP II: Perinatal Care

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

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

Prerequisites: NUR612/NUR612A; Co-requisite: NUR613A

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

WHNP II: Perinatal Care Clinical

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

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

Prerequisites: NUR612/NUR612A; Co-requisite: NUR613A

NUR 614 (3.0 credit hours)

WHNP III: Women's Health Care Across the Lifespan

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

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

Prerequisites: NUR613/NUR613A; Co-requisite: NUR614A

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

Women's Health Care Across the Lifespan Clinical

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

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

Prerequisites: NUR613/NUR613A; Co-requisite: NUR614

NUR 615 (3 credit hours)

WHNP IV: Women's Health Synthesis

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

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

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

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

WHNP IV: Women's Health Synthesis

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

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

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

NUR 616 (3 credits)

NCC Certification Review

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

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

NUR640 (3.0 credit hours)

Behavioral Health Across the Lifespan

This course centers on common behavioral health issues and counseling strategies relevant in the primary care setting. Assessment and management of behavioral, developmental, and lifestyle issues across the lifespan and in culturally/spiritually diverse populations are emphasized. Individual and family intervention strategies are presented. Prerequisite: NUR501

NUR650 (3.0 credit hours)

Advanced Pathophysiology for Practice

This course explores the etiology, pathogenesis, and clinical manifestations of specific disease manifestations to advance existing knowledge of pathophysiologic processes underlying human illness. Students will gain a deeper understanding of the mechanisms of physiological changes associated with altered health status. It is intended to facilitate an understanding of the consequences of the pathologic processes on the structure and function of the human body relevant to nursing practice. The course of study is designed to review the most current knowledge of pathophysiology and strengthen student's knowledge of advanced physiological concepts. Pre-requisite: NUR501

NUR661 (3.0 credit hours)

Principles of Pharmacology for Advanced Practice II

This course is designed to provide students with the foundation of advanced pharmacology and with the knowledge that is required for rational drug selection and safe patient monitoring. Ethno-pharmacology, pharmacogenetics, pharmacoeconomics and complimentary alternative therapies are highlighted and the pharmacokinetics, pharmacodynamics and pharmacotherapeutics for specific drug classes are examined and explores the use of medications from a disease process format, including the pathophysiology of common illnesses seen in primary care and the goals of treatment. Special consideration is given to the management of age related variables (patients across the lifespan), to gender variables, and to the treatment of pain. Legal and professional issues for the advanced practice nurse as prescriber are incorporated. Pre-requisites: NUR501, NUR650

NUR671 (3.0 credit hours)

Advanced Health Assessment and Diagnostic Reasoning II

The course focuses on symptom analysis and the integration of findings from the health history, physical examination and from diagnostic studies to develop differential diagnoses and care management plans for patients across the lifespan. Students will develop these skills through problem based learning by analyzing and discussing/presenting clinical case studies. Students prepare for their clinical practice in the clinical simulation environment to learn advanced practice and technical clinical skills. Students' history and physical examination skills are evaluated in objective structured clinical examinations prior to starting clinical practice. Pre-requisites: NUR501, NUR640, NUR650, NUR661, NUR670

NUR680 (3.0 credit hours)

Research for Evidence Based Practice and Outcome Management

This course focuses on application of research principles and planning to integrate best research evidence, including patient directed clinical decision making. Students will complete CITI certification, develop a topic of interest, critique research, and apply principals of qualitative and quantitative scholarly inquiry. Pre-requisite: NUR501

NUR690 (3.0 credit hours)

Translating Research into Practice: Outcomes Management

Students will synthesize all prior Masters level coursework culminating in the planning, development and completion of an evidenced-based project of choice. The course will assist students to identify opportunities for improvement in their clinical practice setting. Students will implement an outcomes-based project incorporating a review of current data, best practices in other settings, and current evidence from the literature. Course assignments include a scholarly paper and poster suitable for professional presentation. Prerequisite NUR680

NUR691 (3.0 credit hours)

Family Nurse Practitioner Integration

This course is the final synthesis and integration of advanced practice nursing knowledge (theoretical and clinical) in the primary care management of individuals and families across the lifespan. Business practice, entry into the work-force as an Advanced Practice Nurse and preparation for certification examination are highlighted. Summative evaluation of students' cognitive and psychomotor skills will occur in clinically simulated environments. Pre-requisites: NUR501, NUR502, NUR602, NUR602A, NUR603, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR640, NUR650, NUR661, and NUR671. Taken in the last term of enrollment. Co-requisite: NUR691A.

NUR691A (3.0 credit hours/150 credit hours)

Family Nurse Practitioner Integration Practicum

Students function at an independent level in collaboration with their preceptor through their final clinical experiences with patients across the lifespan, in preparation for the responsibilities of the entry level family nurse practitioner. NUR501, NUR502, NUR602, NUR 602A, NUR603, NUR603A, NUR604, NUR604A, NUR605, NUR605A, NUR640, NUR650, NUR661, and NUR671. Taken in the last term of enrollment. Co-requisite: NUR691

NUR698 (3.0 credit hours)

Family Nurse Practitioner Certification Review

This certification review course will prepare students for the Family Nurse Practitioner Board certification exam and tailors specific content areas that the student may be tested on during the AACN and AANP FNP Certification Exam. Students will be given the tools to prepare for the examination. This course will provide comprehensive and up-to-date information relevant to current practice and review materials to prepare for the AACN and AANP and FNP certification exam. Throughout this course the student will be immersed in independent study Peer groups, test-taking strategies, case studies, and practice questions with rationales may all be utilized to help students prepare and learn.

NUR700 (3.0 credit hours)

Introduction to Doctor of Nursing Practice & DNP Project

This course introduces students to the Doctor of Nursing Practice (DNP) program and prepares them for transition to the highest level of nursing practice. Students will examine and evaluate the various roles of the DNP-prepared nurse including independent clinical practice, administration, and systems/organizational leadership. They will analyze the concepts and competencies that provide the essential framework for DNP education and practice. During this course, students will begin preparation for their evidence-based DNP Project.

NUR701 (3.0 credit hours)

Advocacy, Leadership, & Ethics in Advanced Practice

This course prepares students to promote change using advanced knowledge of the political process as it applies to community, governmental, and organizational systems. Students will learn to enact leadership, critical thinking, and advanced communication skills to improve health outcomes as they advocate for equitable and ethical policies within all healthcare arenas. The principles of ethics and effective strategies for managing ethical dilemmas inherent in patient care, health care organizations, and research will be examined. Pre-requisite: NUR700

NUR702 (3.0 credit hours)

Scientific Underpinnings of Evidence-based Practice

This course prepares students to integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. Students will use evidence-based theories and concepts from nursing and other disciplines to study health care delivery phenomena and their outcomes. Analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for high quality practice will be examined. Pre-requisite: NUR700

NUR703 (3.0 credit hours)

Epidemiology and Biostatistics in Health Care

This course prepares students to evaluate disease states, outcomes, and prevention methods using epidemiologic principles. Students will learn concepts and utilization of descriptive and inferential

statistics for evidence-based practice to evaluate outcomes of interprofessional practice, practice patterns, and systems of care. This will enable them to utilize information systems to appraise quality improvement methodologies and interpret research to promote safe, timely, effective, efficient, equitable, and patient-centered care.

NUR704 (3.0 credit hours)

Organizational Management, Quality, & Safety

This course introduces students to the concepts of practice and organizational management. Students will explore diverse health care organizational cultures and analyze the impact of practice policies on population health outcomes. They will be prepared to lead in the development and implementation of effective practice-level and/or system-wide initiatives that will improve the quality and safety of health care delivery for the populations they serve. Pre-requisite: NUR700

NUR705 (3.0 credit hours)

Information Management in Evidence-based Practice

This course prepares students to provide leadership in the selection, use, and evaluation of patient, consumer, and organizational information technology systems as they relate to programs of care, outcomes of care, and care systems. Students will demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and other large databases. They will be prepared to lead in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information technology, communication networks, and patient care technology. Pre-requisite: NUR700

NUR706 (3.0 credit hours)

Economics & Business Planning for Advanced Practice

This course focuses on the principles of health care economics and finance and their effects on global, national, state, and local health care systems and organizations. Students will learn to employ business, finance, economic, and organizational science to lead practice management efforts, and develop business plans for independent and/or organizational practice. They will be able to evaluate the cost-effectiveness of care and design realistic budget(s) for practice-level or system-wide initiatives. Pre-requisite: NUR700

NUR711 (3.0 credit hours)

Adult Teaching and Learning

This course provides the foundation for education of adult students, who have unique learning and intelligence styles. State of the art teaching techniques and educational tools that encourage active learning will be examined. Students will learn to design lesson plans, create objective measures of student achievement, and provide affirmative environments for learning.

*It is recommended that graduates of practice-focused nursing programs who aspire to hold a faculty position have additional preparation in the educator role, such a post-Master's nurse educator certificate program.

NUR712 (3.0 credit hours)

Acute and Emergent Health Problems

This course prepares students with advanced knowledge of acute physical conditions, including newly emerging disorders that have the potential to affect patients in the U.S. Topics will include surveillance, evaluation, and treatment of vector, water, and food borne infections, vaccine-preventable conditions, and microbial illnesses.

NUR713 (3.0 credit hours)

Health Care Administration

This course prepares students in advanced areas of finance, technology, marketing, human resources, and project management relevant to administrators working in health care entities. Students will gain an understanding of required health care administration competencies including leadership, communication/relationship management, professionalism, business knowledge and skills, and knowledge of the health care environment.

NUR801 (1.0 credit hour)

DNP Project I: Topic & Literature Review

Students in this course will choose the topic and format of their DNP Project. Each student will work with faculty to form a DNP Project team. The DNP project may take many forms depending on each student's specialized area of practice and interest, in addition to community and organizational needs in the student's geographical area. The student will conduct a critical review of literature relevant to the proposed project, and begin writing the DNP Project Paper. Pre-requisite: NUR700

NUR801A (2.0 credit hours)

DNP Clinical Practice I

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in an organizational setting who will provide in-depth mentorship. Co-requisite: NUR801

NUR802 (1.0 credit hour)

DNP Project II: Methodology & IRB Submission

This course focuses on developing an appropriate methodology for the DNP Project. A proposal delineating the project problem/issue, conceptual framework, and methodology will be presented to the DNP Proposal Review Committee to ensure that the proposed project meets expected requirements, scope, and focus. Students will continue writing the DNP Project Paper. Pre-requisite: NUR801

NUR802A (2.0 credit hours)

DNP Clinical Practice II

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in a community setting who will provide in-depth mentorship. Co-requisite: NUR802

NUR803 (1.0 credit hour)

DNP Project III: Implementation

During this course students will work with practice mentors to implement their planned DNP projects, and collect and analyze relevant data within 60 clinical hours (7.5 hours per week). Students will continue writing the DNP Project Paper. Pre-requisite: NUR802

NUR803A (2.0 credit hours)

DNP Clinical Practice III

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in a team project setting who will provide in-depth mentorship. Co-requisite: NUR803

NUR804 (1.0 credit hour)

DNP Project IV: Evaluation of Outcomes & Dissemination

This final DNP Project course will include both evidence-based evaluation of DNP Project results and dissemination of the Project. Dissemination may take many forms, including webinar/video presentation, poster or podium presentation, executive summary to stakeholders, publication in print or online media, or grand rounds. Students will complete the DNP Project Paper during this course. Pre-requisite: NUR803

NUR804A (2.0 credit hours)

DNP Clinical Practice IV

This course will provide students with the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate the leadership, communication, and team practice capabilities that are critical to advanced nursing practice, within 120 clinical hours (15 hours per week). Meaningful student engagement will occur, allowing the student to build and assimilate knowledge for advanced nursing practice at a high level of complexity. During this course students will work with a preceptor in their area of greatest interest; this may be a preceptor from a previous clinical practice course. Co-requisite: NUR804

OTH3000 (4.0 credit hours)

Foundations of Occupational Therapy

This course presents the functions, development and professional ethics, values and responsibilities of the profession. History, concepts, trends, and current practices of the profession and types of employment in various health care systems are discussed. Prerequisite: Admission to the MSOT program.

OTH3036 (3.0 credit hours)

Occupational Perspectives on Health

The course introduces students to conditions affecting occupational performance in children and adolescents. The course examines the effects of health, disability, diseases processes and traumatic injury on individuals and populations within various contexts and environments.

OTH3413 (4.0 credit hours)

Functional Human Motion

This course is a study of the musculoskeletal system with special emphasis on body mechanics and the mechanical principles of human motion. Labs include practice and demonstration of the ability to perform range of motion measurements with goniometers and test muscle strength through manual muscle testing. Prerequisites: OTH3000. Admission to the MSOT program.

OTH4035 (4.0 credit hours)

Occupational Perspective on Health II

The course introduces students to conditions affecting occupational performance in adulthood

and late adulthood. The course examines the effects of health, disability, diseases processes and traumatic injury on individuals and populations within various contexts and environments.

OTH4517 (4.0 credit hours)

Health Care Management

In this course students are introduced to historical and current perspectives of management. This course familiarizes students with managerial skills in occupational therapy, evaluation of occupational therapy delivery systems, strategies planning, and financial planning and management. Prerequisite: Admission to the MSOT program.

OTH4759 (4.0 credit hours)

Evidence Based Approaches in Occupational Therapy

This course allows students to analyze available research in occupational therapy and related fields to further develop critical thinking, writing skills, and ethical research practices. Students explore and select a scholarly research project topic. Prerequisites: OTH3000: OTH3036; OTH4517.

OTH5202 (4.0 credit hours)

Occupation-Based Assessments: Children and Adolescents

The course introduces students to evidence-based evaluations and intervention planning for children and adolescents. Including families, school-based settings, hospital, rehabilitation-based settings, and community-based practice locations. This course emphasizes acquiring information regarding factors influencing occupation and ethical decision making.

OTH5203 (3.0 credit hours)

Occupation-Based Assessments: Adults and Older Adults

This course focuses on occupation-based assessment and intervention planning for the adult and older adult population. Relevant theories, models, and frames of reference associated with adult rehabilitation are discussed and applied. This course emphasizes acquiring information regarding factors influencing occupation and ethical decision making.

OTH5245 (4.0 credit hours)

Neuroanatomy for Occupational Therapy

The focus of this course involves a study of the development, structure and function of the human nervous system. This course examines the central, autonomic, and peripheral nervous system from an anatomical and physiological perspective as it relates to human performance. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

OTH5352 (4.0 credit hours)

Occupational Therapy Process: Mental Health

This course provides students with a comprehensive foundation for the practice in occupational therapy for persons with mental health problems. This course is designed to provide students with the tools and knowledge needed for clinical reasoning in the selection of assessments and treatments for individuals with cognitive and neuropsychiatric disorders. In this course emphasis will be placed on mental health treatment and prevention services for children, youth, the aging, and those with severe and persistent mental illness. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH3413.

OTH5428 (4.0 credit hours)

Occupational Therapy Process: Physical Disabilities

This course focuses on assessment, treatment planning, intervention, documentation, and discharge planning processes associated with adult orthopedic and neuro-rehabilitation. Relevant

theories, models, and frames of reference associated with adult rehabilitation are discussed and applied. This course emphasizes outcomes assessment and ethical decision-making. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

OTH5853 (3.0 credit hours)

Fieldwork I, Part I (Adults)

This course involves fieldwork placement in a clinical or community setting. Students observe clinical practice and develop clinical skills under the supervision of an occupational therapy practitioner. Documentation skills are further refined. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413.

OTH5604 (4.0 credit hours)

Occupational Therapy Process: Geriatric

This course focuses on the assessment, treatment planning, intervention, documentation, and discharge planning processes associated with older adult orthopedic and neuro-rehabilitation. Relevant theories, models, and frames of reference associated with older adult rehabilitation are discussed and applied. This course emphasizes outcomes assessment and ethical decision-making. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH5245; OTH5352; OTH5428

OTH5519 (4.0 credit hours)

Occupational Therapy Process: Pediatric

This course introduces students to evidence-based evaluations and interventions for children and their families in school-based, hospital, rehabilitation-based settings, and community-based practice locations. This course emphasizes outcomes assessments and ethical decision-making. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH5245; OTH5352; OTH5428, and OTH5853.

OTH5854 (3.0 credit hours)

Fieldwork I, Part II (Pediatric/Adolescent)

This course involves fieldwork placement in a clinical or community setting. Students observe clinical practice and develop clinical skills under the supervision of an occupational therapy practitioner. Documentation skills are further refined. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH5245; OTH5352; OTH5428, and OTH5853.

OTH6770 (2.0 credit hours)

Applied Research in Occupational Therapy

The purpose of this course is to familiarize students with integral components of research, data collection, and research writing. Prerequisites: OTH3000: OTH3036; OTH4517; OTH4759; OTH3413; OTH5445; OTH5245; OTH5352; OTH5428.

OTH6937 (2.0 credit hour)

Fieldwork Seminar I

Students participate in online discussions with faculty and each other to address all their needs in relation to Fieldwork II, Part I and to compare and contrast their various learning experiences. OTH6937 must be taken concurrently with OTH6941. All courses from previous semesters must be successfully completed prior to enrolling in OTH6937 and OTH6941

OTH6938 (2.0 credit hour)

Fieldwork Seminar II

The students will participate in assignments and activities with faculty and each other to summarize their various didactic and clinical learning experiences with a strong focus on preparing the students for the NBCOT examination.

OTH6941 (6.0 credit hours)

Fieldwork Level II, Part I

The purpose of this 12-week fieldwork experience is to integrate coursework into clinical practice to ensure that students demonstrate functional development of entry-level practice skills. Students must demonstrate enhanced awareness of critical thinking and problem-solving skills in their ability to analyze and apply acquired knowledge to effect change in clients' occupational performance, in addition to the ability to modify targeted outcomes based on client needs. OTH6941 must be taken concurrently with OTH6937. All courses from previous semesters must be successfully completed prior to enrolling in OTH6941 and OTH6937

OTH6942 (6.0 credit hours)

Fieldwork Level II, Part II

The purpose of this 12-week fieldwork experience is to integrate coursework into clinical practice to ensure that students demonstrate functional development of entry-level practice skills. Students must demonstrate enhanced awareness of critical thinking and problem-solving skills in their ability to analyze and apply acquired knowledge to effect change in clients' occupational performance, in addition to the ability to modify targeted outcomes based on client needs. OTH6942 must be taken concurrently with OTH6938. All courses from previous semesters must be successfully completed prior to enrolling in OTH6938 and OTH6942

All academic MSOT courses will be taken with a face-to-face component. Students will meet in a face-to-face format approximately one weekend a month (Fridays and Saturdays).

PCB5235 (3.0 credit hours)

Molecular Immunology

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

PCB5265 (3.0 credit hours)

Stem Cell Biology

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

PCB5527 (3.0 credit hours)

Genetic Engineering and Biotechnology

Presents a comprehensive overview of concepts in the field of genetic engineering and biotechnology. Topics include theory and application of molecular, cellular, and genetic

manipulation of prokaryotic and eukaryotic systems in medical and industrial research. Students should gain a thorough understanding of human gene therapy, novel pharmaceuticals, and recombinant technology by the conclusion of this course.

PET503 (3.0 credit hours)

Applied Sport Science

This course will focus on the role of an exercise scientist and how to serve or assist athletes and clients. The course aims to discuss current technology and data extrapolation, advanced periodization concepts required to enhance exercise and sports performance, and the correlation between research and new methodological developments of the Exercise and Sport Science professional.

PET507 (3.0 credit hours)

Evidence-Based Practice in Exercise Science

This course will focus on the development of questions for areas of concern, searching for and evaluating evidence, placing evidence into practice, determining if evidence was successful, and reevaluating evidence for future use. Students will be afforded opportunities to apply research to real-world scenarios and determine future applications.

PET515 (3.0 credit hours)

Measurement and Evaluation in Exercise and Sport Science

This course provides a categorical review of established methods for measuring and evaluating health and human performance. Students will practice various techniques that are most appropriate to their chosen career path.

PET535 (3.0 credit hours)

Applied Neuromechanics

This course analyzes neuromuscular and mechanical principles governing human movement. Students will deduce potential problems of practice by applying these principles to real-world phenomena such as injury and deficits in sports performance.

PET537 (3.0 credit hours)

Psychology of Sports Behavior and Performance

This course analyzes scientific advances in the area of athletic behavior and performance mindset. Students will apply the principles covered to guide coaching strategies during training and competition.

PET557 (3.0 credit hours)

Environmental Physiology

This course examines the relationships between the environment and human physiology. Students will analyze a variety of cases to predict the outcome on health and sports performance.

PET563 (3.0 credit hours)

Applied Nutrition

This course analyzes recent advances in nutritional science from the perspective of health and fitness practitioners. Students will apply nutritional science to real-world cases in a manner congruent with their chosen scope of practice.

PET572 (3.0 credit hours)

Physical Activity and Public Health

This course examines the role physical activity in the health and wellness of society. Students will analyze common problems to identify potential causes of wellness-related disparities.

PET585 (3.0 credit hours)

Advanced Programming for Health and Performance

This course will focus on concepts of programming beyond traditional strength and conditioning. Students will understand the programming concepts needed for overall health and wellness, but also to improve the well-being and performance of those in law enforcement, fire, and military personnel.

PET589 (3.0 credit hours)

Physiology of Health and Fitness

This course will focus on physiological principles of the metabolic and systemic function of human movement with an aim to improve and maintain performance of varying ability levels. Students will also become familiar with the physiological rationale for appropriate body composition, assessment, environmental concerns, pharmacology, and genomics.

PET597 (3.0 credit hours)

Reflective Practice for Health and Fitness Professionals

This course will focus on reflective practice and techniques to facilitate personal and professional growth within exercise and sport science. Students will attain knowledge through experiential learning to navigate the intricacies of a new applied practice.

PET610 (3.0 credit hours)

Special Projects

This is the last course before the culminating project and discusses topics of research writing and project development. Students will also begin the planning stages for PET691, Exercise and Sport Science Final Project. Students will develop a topic, begin their initial research, and develop a methodology for the final research project.

PET691 (3.0 credit hours)

Exercise and Sport Science Final Project

The final project is an experience leading to an eventual development of an exercise or sport science research project. Students will go through the introductory procedures of research project development which include introductory information, a research question, procedures of the project, and a literature review of research related to the topic.

PET3361C (4.0 credit hours)

Nutrition in Health and Exercise

Integrates the science of nutrition and exercise physiology principles to illustrate the links between training, the increased demand for nutrients because of training, the appropriate intake of foods, beverages, and supplements to achieve the ultimate goal of performance enhancement. Students design a complete diet plan tailored to an athlete's training and performance goals. Includes laboratory.

PHC6050 (3.0 credit hours)

Biostatistics

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

PSY501 (3.0 credit hours)

Psychology of Decision Making

This class will serve as a foundational course providing advanced academic study and professional writing processes, as well as reviewing the processes involved with decision making (cognitive and emotional). Students will learn to analyze, evaluate, and give critical thought to the field of psychology as they examine current research articles, literature reviews, and experimental results. APA style guidelines will be emphasized as students develop a perspective as a scholar- practitioner. The course will provide additional information and skills that will help the student navigate and incorporate the planning of their thesis. (Program pre-requisite)

PSY502 (3.0 credit hours)

History and Systems of Psychology

This course reviews major theoretical concepts and schools of thought in the history of psychology. Specifically, the course covers the history of various psychological concepts (such as perception, memory, emotions, consciousness, self, mental illness, etc.) as interpreted by various scholars of the mind over time. A historically-informed perspective of these concepts will help students realize the subtle changes in interpreting various psychological processes and phenomena across different time periods.

PSY521 (3.0 credit hours)

Organizational Psychology

This course focuses on the understanding, evaluating, and applying concepts of organizational psychology. Specific types of interventions covered include strategic planning, organizational design, culture change, team building, goal setting, and career development.

PSY522 (3.0 credit hours)

Human Resources Psychology

This course focuses on the understanding, evaluating, and applying concepts of human resource psychology. Specific emphasis will be on development and evaluation of personnel selection techniques testing and psychological assessment, as well as job analysis, criterion development, and performance measurement.

PSY523 (3.0 credit hours)

Psychology of Leadership

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

PSY532 (3.0 credit hours)

Health Psychology

This course explores how psychological processes and health interact. This course acquaints the student with the field of health psychology and covers such topics as psychosocial factors in disease etiology, pain and pain management, psychoneuroimmunology, coping, control, and adjustment to stress, social support and health, risk detection and prevention, health behaviors, and patient-practitioner interaction. Current research on the effective management of pain and chronic disease will be reviewed and discussed from a psychological perspective.

PSY542 (3.0 credit hours)

Psychopathology

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major pathologic syndromes. It provides a thorough introduction to DSM as a diagnostic tool. It also covers the controversy and difficulties of using a diagnostic system.

PSY562 (6.0 credit hours)

Evolutionary Psychology

This course provides a broad overview of historical and modern research and theory in evolutionary psychology and the study of the evolution of the mechanisms of the mind. Topics include mating, parenting, social exchange, and violence.

s course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment.

PSY570 (3.0 credit hours)

Tests and Measurement

This course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment.

PSY680 (3.0 credit hours)

Capstone, Part I

Students will review and synthesize existing literature to apply theoretical principles of evidenced-based practices to the selection of appropriate assessment instruments and research methodology while focusing on the practicality of incorporating a data collection system (Pre- requisites: all courses in the psychology masters program)

PSY689 (3.0 credit hours)

Master's Thesis, Part II

The course culminates in a final program evaluation report, which includes synthesizing existing literature related to evidenced-based practices, reliability and validity of assessment instruments, and research methodology, as well as the results of data analyses to evaluate the effectiveness of programs. (Pre- requisites: all courses in psychology masters program, and PSY680)

PSY701 (3.0 credit hours)

Research, Ethics, and Scholarly Writing

This class will serve as a foundational doctoral course providing advanced academic study and professional writing processes. Students will learn to analyze, evaluate, and give critical thought to the field of psychology as they examine current research articles, literature reviews and experimental results. They will learn the role of ethical standards in research and how these standards guide ethical decision making. APA style guidelines will be emphasized as students develop a perspective as a scholar-practitioner. The course will provide additional information and

skills that will help the student navigate and incorporate the planning of their doctoral dissertation. (Program co-requisite)

PSY710 (3.0 credit hours)

Cognitive and Affective Basis of Behavior

This course will present a review of the relationship between cognitive phenomena in research or laboratory settings and daily human cognition and affective experiences. It will explore how the structures and functions of the brain and nervous system contribute to cognitive behavior. Attention will be given to how the mind functions, perceives, attends, organizes, remembers to reason, aspects of human functioning (including emotions and moods) integrate with and influence cognitive processes. (Pre-requisite: PSY701)

PSY720 (3.0 credit hours)

Behavioral Neuroscience

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will be examined. (Pre-requisite: PSY701)

PSY730 (3.0 credit hours)

Human Development

This course is an in-depth exploration and evaluation of human development through all stages across the life-span of an individual. Students will explore and discuss contemporary empirical research findings regarding the concepts of cognitive, social, and emotional development as well as integrate the research into the various theories of development. Students will develop an understanding of diverse developmental pathways, the processes of risk and resilience across the lifespan, and life-events and life-transitions of a human being. (Pre-requisite: PSY701; Required for Baccalaureate entry only)

PSY750 (3.0 credit hours)

Theories of Learning and Motivation

Students will examine the variety of theories of human learning, focusing on using existing knowledge in motivation and learning to enhance teachers' instruction and students' learning. Emphasis will be placed on theoretical knowledge and application using current literature in the field. The course will emphasize learning, cognition, motivation, instruction, and how various theories can be implemented among diverse settings and learners. Students will analyze, discuss and give critical thought to the design of learning environments, the design and development of instruction including the role of technology, and the evaluation of learning taking biological, cultural, and contextual factors of learning into consideration. (Pre-requisite: PSY701)

PSY760 (3.0 credit hours)

Sociocultural Basis of Behavior

This course is designed to explore the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Students will define, discuss, and evaluate the concepts of social psychology, its various theories, and its implications for behavior. Emerging trends and cutting edge research in the following topics will be evaluated: social aspects of self, persuasion, obedience, aggression, prejudice, stereotyping, social influence, and interpersonal attraction. (Pre-requisite: PSY701)

PSY770 (3.0 credit hours)

Cross-Cultural Methods of Tests and Measurements

This course focuses on the understanding, evaluating, and applying concepts of testing and psychological assessment. Students will evaluate the commonly administered testing methods and their functions, while judging their effectiveness based on multicultural variables. Students will synthesize this knowledge in an understanding of the need for reliability, validity, understanding test norms, and the importance of acknowledging and practicing diverse cultural sensitivity in testing and assessment. (Pre-requisite: PSY701)

PSY780 (3.0 credit hours)

Educational Psychology

This course examines the psychology of learning with an emphasis on both learning and instruction. The fundamental theories of learning that will be explored throughout the course are cognitive, psychosocial, behavioral, and constructivist along with a look at moral development and theories of motivation. Additionally through a review of current practices in the classroom students will come to understand how these theories relate to practice and will develop their own theory of learning that will shape their personal instructional and assessment strategies. (Pre-requisite: CES701 or PSY701)

PSY820 (3.0 credit hours)

Organizational Psychology

The course reviews organizations as complex social systems with analyses of individual and group behavior in organizations and responses of organizations to their environment. Discussions will also focus on organizational theory and development, small group theory and team processes, and work motivation. (Pre-requisite: PSY701)

PSY821 (3.0 credit hours)

Personnel Psychology

This course examines the identification, measurement, and development of individual differences, and job systems related to individual differences within organizations to improve job performance and satisfaction. Topics include job analysis, criterion development, personnel selection, training, health and stress in organizations, and performance evaluation. (Pre-requisite: PSY701)

PSY822 (3.0 credit hours)

History and Systems in Industrial and Organizational Psychology

This course explores the history of Industrial/Organizational Psychology systems and the roots of major areas of practice. Primary topics include employee selection, job analysis, performance management, LGBTQ workplace experiences, motivation, leadership, teams, and the importance of cultural norms/context. (Pre-requisite: PSY701)

PSY823 (3.0 credit hours)

Organizational Applications

This course examines major ideas, assumptions, and technologies in organizational psychology. Discussions will focus on the implementation and utilization of personnel technologies, judgment and decision making, consumer behavior, human performance, leadership and management, and selected current topics. (Pre-requisite: PSY701)

PSY824 (3.0 credit hours)

Testing and Assessment in Organizations

This course provides students with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties

used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Pre-requisite: PSY701)

RSM551 (3.0 credit hours)

Action Research I

The purpose and role of the research experience is studied. The research process, sampling strategies, and ethics are considered. Designs studied are: non-experimental, pre-experimental, true-experimental, quasi-experimental, single subject, and qualitative.

RSM564 (3.0 credit hours)

Mixed Method Inquiry

This course provides an overview of case study methods for examining a unique phenomenon or problem of practice. Students will develop a case study project and complete their data collection and analysis with the aim of informing a situational phenomenon.

RSM600 (3.0 credit hours)

Quantitative Research

Quantitative Research I is a course in applied statistics introducing students to descriptive and inferential statistics for thesis research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research. (Pre-requisite: RSM602)

RSM602 (3.0 credit hours)

Research Design

This course will focus on the theoretical, methodological, and analytic issues found in various approaches to research in psychology. Specifically this course will provide students the core skills and understanding needed to be able to analyze a research problem choose the best research methodology and design research. Ethical issues related to both conducting research and the publication of the research results. The course will involve application and synthesizing of information through analysis of research across methodologies and through the development of research plans.

RSM610 (3.0 credit hours)

Research and Program Evaluation

This course provides students with a foundation in the concepts and techniques of hypothesis testing, research design, and analysis as used in counseling research and program design.
Students will gain an understanding of qualitative, quantitative, and mixed-methods approaches to research and evaluation, as well as the strengths and limitations of each method. Students will explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness.

RSM611 (3.0 credit hours)

Action Research II

This course is the culminating experience for the master's programs. It allows students to engage in a research project within their professional area. Under the supervision of a faculty mentor,

students will select an area of interest, identify a problem, and design a graduate-level research project geared toward developing an in-depth understanding of the topic. Projects should be geared toward the degree outcomes. Prior approval is required for a student to enroll in this class.

RSM613 (3.0 credit hours)

Research Methods

This course examines established research methods in the field of Exercise and Sport Science. Students will analyze, evaluate, and explain the strengths and limitations of these methods in building the scientific knowledgebase at the disciplinary level.

RSM700 (3.0 credit hours)

Quantitative Research I

Quantitative Research I is a course in applied statistics introducing doctoral students to descriptive and inferential statistics for doctoral level research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research.

RSM701 (3.0 credit hours)

Quantitative Research I

Quantitative Research I is a course in applied statistics introducing doctoral students to descriptive and inferential statistics for doctoral level research. Application of statistical tools and methods will be emphasized. Statistical tools covered will be measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. Application to real-life and research based paradigms is made so students can become adept at interpreting empirical findings and develop the skills necessary to complete original research.

RSM702 (3.0 credit hours)

Research Design and Qualitative Methods

This course will focus on the theoretical, methodological, and analytic issues found in various approaches to research in psychology. Specifically this course will provide students the core skills and understanding needed to be able to analyze a research problem, choose the best research methodology, and design research at the doctoral level. Qualitative and mixed method research designs will be evaluated along with an exploration of the ethical issues related to both conducting research and the publication of the research results. The course will involve application and synthesizing of information through analysis of research across methodologies and through the development of research plans. (Pre-requisite: CES701 or PSY701)

RSM703 (3.0 credit hours)

Epidemiology and Biostatistics in Health Care

This course prepares students to evaluate disease states, outcomes, and prevention methods using epidemiologic principles. Students will learn concepts and utilization of descriptive and inferential statistics for evidence-based practice to evaluate outcomes of interprofessional practice, practice patterns, and systems of care. This will enable them to utilize information systems to appraise quality improvement methodologies and interpret research to promote safe, timely, effective, efficient, equitable, and patient-centered care.

RSM715 (3.0 credit hours)

Design of Systematic Studies in Education

This course is an overview and examination of how research studies are built in the field of education, looking at the various types of potential studies, how research questions and studies should align, when and how to select a particular study methodology, how to interpret existing research studies, how to recognize missing information or flaws in study descriptions, and developing a general appreciation for reading and understanding research to enhance study designs.

RSM721 (3.0 credit hours)

Applied Survey Research

This course is designed to help scholar-practitioners learn the fundamentals of survey research including terminology, application, design, delivery, and analysis. Advanced survey design content will address bias control, reliability and validity assessment, administration best practices, and data screening and cleaning. Students will learn data analysis and statistical procedures, as well as how to report significant findings in written and oral presentations.

RSM800 (3.0 credit hours)

Quantitative Research II

Quantitative Research II prepares students to conduct quantitative research in the field of education. Students conduct critical literature review, evaluate research design and design research methodology using quantitative methods of data collection and analysis appropriate for research in education. Course topics include design of experimental and quasi-experimental research studies, survey design, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regression. Emphasis is placed on applying computer based data analysis, statistical reasoning, understanding and use of quantitative research methods, ethical research practices, and practice in communicating research methods through scholarly interpretation, analysis, and writing.

RSM801 (3.0 credit hours)

Quantitative Research II

Quantitative Research II prepares students to conduct quantitative research in the field of psychology. Students conduct critical literature reviews, evaluate research design, and design research methodology using quantitative methods of data collection and analysis appropriate for research in psychology. Course topics include design of experimental and quasi-experimental research studies, survey design, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regressions. Emphasis is placed on applying computer based data analysis, statistical reasoning, understanding and use of quantitative research methods, ethical research practices, and practice in communicating research methods through scholarly interpretation, analysis, and writing. (Pre-requisite: RSM701)

RSM802 (3.0 credit hours)

Research Theory, Design, and Methods

This course focuses on complex experimental designs currently available to the research psychologist. Advanced longitudinal design and analysis will be covered. A strong emphasis will be on how to present methods and findings to a diverse audience of readers. Additional topics will cover other novel advanced experimental designs and current problems in the use of techniques in advanced experimental research design. (Pre-requisite: PSY702)

RSM803 (3.0 credit hours)

Advanced Research Design

This course is designed to provide doctoral students an in-depth analysis of research methods and procedures to investigate, measure, and assess reach topics in the criminal justice field. Topics include the use theory to develop research questions, and develop a research design to examine a research problem.

RSM810 (3.0 credit hours)

Qualitative Research

Qualitative research helps us understand meaning when existing theory fails to explain a phenomenon. This course is designed to give the qualitative researcher the theory, method, and skill to apply a balanced approach to research in the field of education. Course topics include the purpose and methods of various qualitative traditions as well as interviewing techniques, field observation, content analysis, historical analysis, focus groups, and questionnaire design. Qualitative data collection and analysis techniques are applied to research questions with a focus on understanding phenomenon in education not resolved by other research methodologies. Educational decision-making and research methodologies for expanding the body of knowledge are developed and applied.

RSM811 (3.0 credit hours)

Mixed Methods

This course provides students with an understanding of mixed methods (qualitative and quantitative) approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to educational leadership. While there are pragmatic advantages to combining qualitative and quantitative methods, it is important to know that there are philosophical debates about combining these distinct approaches. Students need to understand the paradigmatic backgrounds of each approach and how to deal with these paradigm differences to answer real-world research questions.

RSM812 (3.0 credit hours)

Program Evaluation

This research course focuses on program evaluation methodology used in education. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision- making about program effectiveness and viability. The final product is a completed pre-proposal reflective of the program evaluation design.

RSM815 (3.0 credit hours)

Psychometrics

This course focuses on preparing graduates to conduct and apply research to discover and validate psychological processes and principles to optimize human performance. Students will refine sophisticated statistical and analytical capabilities to develop coherent and coordinated statistics, psychological testing, educational assessment, program evaluation and other applied research techniques. Quantitative and methodological skills needed to construct valid measurements and assessments, especially measurement theory, research design, evaluation, and qualitative tools will be applied. (Pre-requisite: PSY701, PSY770)

RSM816 (3.0 credit hours)

Advanced Seminar in Program Evaluation

This course examines the nature, method and process of evaluative research focusing on developing and applying a program evaluation project. Ethical guidelines, legal issues, and evidence-based practices are emphasized while working with the various research methodologies appropriate to the field of psychology. (Pre-requisite: PSY770, RSM702, RSM802 and RSM815)

RSM820 (3.0 credit hours)

Advanced Research: Pre-Proposal and Literature Review

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

RSM821 (3.0 credit hours)

Advanced Research: Pre-Proposal and Literature Review

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

RSM823 (3.0 credit hours)

Advanced Research: Pre-Proposal and Literature Review

This course is designed for doctoral researchers to formulate of a problem statement, research question, and determine the most effective research methodology to use for their dissertation. The impact of the study on the profession and addition to the body of knowledge will be developed and defended. Students will also critically review and provide feedback to other doctoral researchers. Students will critically analyze the literature surrounding the research question and write a scholarly review of the research using best practices in APA documentation style. By the end of the course students will have completed the pre-proposal and submitted it to the committee for approval.

SCH501 (3.0 credit hours)

Foundations of Counseling

This course provides students with an introduction to the school counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues will be explored. The course provides an overview of the school counseling program, the profession, and professional competencies. (Program co- requisite)

SCH505 (3.0 credit hours)

Counseling across the Lifespan

This course will present theories and research on the nature and needs of individuals at all levels of life span development. Consideration will be given to socio-emotional, intellectual, physical, moral, and spiritual aspects of development. Students will review theoretical frameworks describing optimal human development, as well as the developmental etiology of problematic behaviors that will serve to introduce students to behaviors and concepts relevant to clinical practice with both children and adults as applied to mental health and school counselors.

SCH510 (3.0 credit hours)

Counseling Skills and Techniques

This course will introduce students to basic counseling skills. Students will gain experience through role play, practice interviews, and videotaped presentations to learn and practice basic counseling skills. Ethical and culturally responsive practices in school settings will be emphasized.

SCH515 (3.0 credit hours)

Counseling Theories and Practice

This course provides students with the theoretical background and therapeutic skills necessary for the practice of counseling. The course will focus on the theories and techniques that are consistent with current professional research and practice in school counseling.

SCH520 (3.0 credit hours)

Ethical and Legal Issues in Counseling

This course covers the standards for professional conduct in school counseling, including ethical principles and legislation and court decisions affecting professional behavior. Students will examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, and placement data will be discussed in relation to counseling a variety of culturally diverse populations in multiple settings.

SCH525 (3.0 credit hours)

Group Theories and Practice

This course explores leadership styles, group dynamics, and group process necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. Students will engage in a variety of practical application assignments and discussions, focusing on school counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development. The course requires that students gain experience as both a growth group participant and as a co-leader.

SCH530 (3.0 credit hours)

Career Counseling

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. An emphasis will be placed on individual career counseling skills across diverse populations.

SCH535 (3.0 credit hours)

Counseling and Advocacy with Diverse Populations

This course addresses cultural diversity and its implications for school counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of educational settings. Finally, it reviews school counseling issues and advocacy strategies for diverse clients.

SCH540 (3.0 credit hours)

Crisis Counseling

This course focuses on the personal and systemic impact of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan. Students will explore theory and models applied to crisis situations and will explore emergency management systems and collaboration among schools, agencies, and governmental entities. Students will explore and discuss topics related to school counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Through contemporary articles and case studies, students will consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

SCH545 (3.0 credit hours)

Counseling Intervention and Treatment Planning

This course prepares students for their roles as school counselors in areas of prevention and intervention with specific populations in diverse settings. The course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning in the context of psychological, academic, and socioeconomic issues. Diversity considerations and current models of evidence-based practice will be emphasized. Students will explore therapeutic approaches related to a broad range of mental health issues, aspects of therapeutic alliance, goal-setting, and outcome evaluation. Topics covered include substance abuse, suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions. (Prerequisite: SCH515)

SCH550 (3.0 credit hours)

Assessment in Counseling

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed.

SCH565 (3.0 credit hours)

Family Counseling

This course provides counseling students with the theoretical background and therapeutic skills necessary for therapeutic intervention in families, couples, and systems. Information will be provided on contemporary approaches, ethical considerations and professional issues. Counseling practices for different populations and types of families will be explored.

SCH570 (3.0 credit hours)

Foundations of Addiction and Addictive Behavior

This course provides students with the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the life-span. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues will also be explored.

SCH580 (3.0 credit hours)

Psychology of Exceptional and At Risk Children

This course focuses on special issues and methods involved in counseling special populations, including minority, bilingual, low SES and those with disabilities. Emphasizes the competencies of cultural sensitivity and culturally sensitive interventions in counseling clients.

SCH660 (3.0 credit hours)

Practicum in Counseling

This supervised practicum experience has a minimum of 100 clock hours over one 16-week semester. The practicum must include 1) at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. This course provides students with knowledge and exposure to Educational K-12 settings and requires an in-school field experience. (Prerequisites: SCH501, SCH505, SCH510, SCH515, SCH520, SCH525, SCH530, SCH535, SCH540, SCH545, SCH550, SCH565, SCH570, SCH580, RSM610)

SCH661 (3.0 credit hours)

Internship in Counseling I

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in

consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, students are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. (Prerequisites: RSM551, RSM611, SCH660)

SCH662 (3.0 credit hours)

Internship in Counseling II

Each student's internship includes: 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, students are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. (Prerequisite: SCH661)

SMO500 (3.0 credit hours)

Sport Business Management

This course overviews the modern sport industry and examines the foundation for the multi-billion dollar industry. This course deliberates some of the socioeconomic, industrial, and technological movements thathave contributed to the success of sports as entertainment. This course discusses the management theories that apply to the industry as well as the current business and social issues it faces. This course emphasizes the managerial and business skills required to operate successfully as a sport business leader.

SMO510 (3.0 credit hours)

Venue and Event Operations

This course analyzes the management process involved in the designing and managing of sport facilities as well as the skills and processes associated with administering a sport event. The components of the course include developing products, utilizing sponsorships, special events,

fund raising, public relations, promotions, and utilizing radio and television networking. The course focuses on food & beverage; game operations; budget preparation & implementation; field maintenance; customer service; human resources;technology; the impact of social media; facility maintenance; and event operations among other areas.

SMO520 (3.0 credit hours)

Governance and Policy in Sport Organizations

This course enables students to create rules, regulations, and policies to manage as well as administer a sport organization or athletic department among other skills. Students examine domestic and internationalorganizations as well as their impact on a variety of stakeholders.

SMO530 (3.0 credit hours)

Sport Marketing and Revenue Generation

This course provides the sport business manager with an overview of the major marketing issues facing the sport industry while introducing the principles of producing revenue for sport organizations. Attention is given to the history of sport marketing, principles of marketing applied to the sport industry, sport consumer behavior, research tools, corporate sponsorship, and evaluation of sport marketing programs. The course also focuses on planning, development, management, and implementation of strategies for successful fundraising events. This course offers a comprehensive overview of reaching consumers to positively impact revenue generating streams of ticket sales, concession sales, and merchandise sales among other areas.

SMO540 (3.0 credit hours)

Sport Communication and Public Relations

This course features a comprehensive look at sport communications from many perspectives in a fun andinteractive environment. Ultimately, this course will provide students with an awareness of the profession, its role in the industry and an examination of the skills it takes to succeed. Areas to be addressed in this course include media relations; social media; web content development; and communicating to diverse stakeholders among other topic areas.

SMO550 (3.0 credit hours)

Sponsorship and Fund Raising

A key ingredient to sport marketing is developing valued sport sponsorship. This course focuses on three interrelated areas: (1) sport sponsorship basics including alignment marketing issues, strategic communication through sponsorship, sponsorship value, and sponsorship evaluation; (2) various public and fundraising techniques utilized by sport managers; and (3) an integration of sport sponsorship marketing and public relations as a concept of value-added integrated marketing. A few of the topics covered include the changing role of sponsorship, building brand equity, prospecting for sponsors,identifying sponsor needs, Olympic sponsorship, individual athlete sponsorships, naming rights, sponsorships, developing sponsorship proposals, sponsorship packages, ambush marketing, sales promotion in sport sponsorship, measuring the impact of a sponsorship, sponsorship activation, managingthe sponsorship relationship as well as sponsorship sales strategies and methods among other areas.

SMO560 (3.0 credit hours)

Sport Finance and Economics

This course applies basic managerial decision-making to financial issues This course examines the economic and financial environment in which the sport industry operates, with emphasis on pricing, supplyand demand factors as well as taxes. This course explores how to analyze, control and evaluate financialperformance; apply sound financial management principles and practices; and prepare, analyze and use budgets as well as financial reports.

SMO570 (3.0 credit hours)

Legal Aspects of Sport and Risk Management

This course provides an understanding of the laws and legal concepts governing the sports industry, and how they apply to the sports manager's role. This course focuses on legal (and ethical) issues related to legislation, drug testing, contracts, licenses, employment law, negligence and liability, as well as intellectualand property rights among other areas.

SMO580 (3.0 credit hours)

Sport Leadership and Ethics

This course will serve to deepen the student's understanding of current issues facing leaders in sports organizations. The course examines the multiple roles that leaders can help sports organizations play in serving the community on a domestic and international level. Leaders need to understand the people that work for them and the people for whom they work. They also need to know that the context and the type oforganization influence the people within it. This course applies ethical theories to sports operations and decision-making as well as reinforces the value of adhering to sound ethical principles in addressing business problems. The course focuses on moral and ethical issues in sport including a special focus onthe responsibility of governing bodies, influencers, and decision-makers in sport.

SMO590 (3.0 credit hours)

Technology and Social Media in Sport

This course is designed to offer an overview of emerging technologies that will impact current and future revenue generating streams of sport organizations. Students will gain an understanding of state-of-the-artsport enterprise software, internet applications, mobile applications, and social media applications and howthey are being utilized to generate new revenue streams. Students will learn to understand and appreciatethe unique challenges and opportunities sport managers face as new technologies enter the market place and how to apply the theories and strategies learned to future opportunities. The use of social mediatools in sport and entertainment has become a marketing force for these organizations impacting customer engagement and relationships. This class introduces the key components and challenges in developing a strategy for successful social media adoption and implementation, as well as the analytic toolsto measure ROI.

SMO600 (3.0 credit hours)

Internship

This course requires students to integrate and apply what they have learned in their coursework to real-world issues and to gain practical experience working within a sports-related organization.

SMO610 (3.0 credit hours)

Sport Management and Operations Capstone

The content of the course will build on many elements of the core curriculum and place them in the contextof today's challenges. The focus will be on where the sports business (and market) is today, and where it is headed. This course focuses on the application of theories, concepts, and practices associated with a variety of roles in the sport industry. With a focus on entrepreneurialism, the class covers a wide range of operational, business, management and legal issues.

SPM500 (3.0 credit hours)

The Science of the Golf Swing

The Science of the Golf Swing is an exploration into the first scientifically based investigation of the generally accepted theories of the time about the human factors, teaching beliefs and

customs, and players' experiences when undertaking the game of golf. Topics include how and why a golf ball flies, the model golfer, human factors in the model golf swing, mental aspects of golf, teaching and learning golf, deliberate practice, the ballistics of the golf club and golf ball relationship, analyzing a golf tournament, and golf club design. Students examine the model golfer theories to analyze their personal golf swings against the model, develop lesson series based on body motion and club mechanics, and critically examine how today's technology may or may not affect the model golfer. (Prerequisites: SPM510, SPM580)

SPM510 (3.0 credit hours)

The Science of Learning

The Science of Learning explores what strategies and environments foster the best learning and what factors affect learning using research-based strategies. Topics include the definition of learning, neuroscience, the affective context model of learning, strategies to successfully support learning conditions, memory's contribution to learning, a mindset toward learning, techniques for human-centered learning design, techniques to stimulate one's learning practices, and the future of learning. Students are challenged to reflect on their current teaching processes and present alternative approaches.

SPM520 (3.0 credit hours)

Motor Skill Acquisition

Motor Skill Acquisition provides a research-based foundation for understanding how motor skills are acquired and the factors that influence the learning of motor skills. These underpinnings establish parameters from which to create effective instructional and practice processes to intensify skill learning. Topics include learning assessment, attention, augmented feedback, transfer of learning, and practice conditions with an emphasis on deliberate practice techniques. Students will apply the concepts to the development lessons and training plans designed to capitalize on enhanced methods of motor skill acquisition as it relates to golf. (Prerequisites: SPM510, SPM580)

SPM530 (3.0 credit hours)

Capstone: Teaching and Learning Golf

Capstone: Teaching and Learning Golf is an exploration into constructs beyond style- or swing-based teaching, focusing on the theoretical fundamentals of club mechanics, attention and intention, strategy, and drills. Students will investigate teaching and learning strategies for putting, chipping, pitching, full shots, specialty shots, and course management with a concentration on synthesizing the concepts and practices developed in the previous courses. Students will construct a practical, dynamic resource guide to teaching and learning golf combining theory and mechanics. (Prerequisites: SPM500, SPM510, SPM520, SPM540, SPM550, SPM560, SPM570, SPM580)

SPM540 (3.0 credit hours)

Facilitating the Adult Golfer

Facilitating the Adult Golfer introduces the concept of adult learning facilitation and how adult learning theories may be used to enhance golf instruction with adult golf students. Topics include the functions of the brain, the changing adult brain, foundations of brain-aware approaches, lowering anxiety and engaging curiosity, verbal-theoretical approaches, embodied and metaphorical approaches, interleaving multifaceted approaches, scaffolding reflection and feedback, and foundational theories of learning and development. Students evaluate current teaching philosophies and practices against adult learning theories and adapt or construct topic-specific enhancements. (Prerequisites: SPM510, SPM580)

SPM550 (3.0 credit hours)

Teaching the Youth Golfer

Teaching the Youth Golfer focuses on strategies and concepts of how to introduce the game of golf to young men and women and how to best deliver instruction to meet the needs of both recreational and competitive players. Topics include fun factor, etiquette, equipment, practice and drills, technique, motivation, gamification, life skills, formal instruction, feedback, and rewards. Students research supportive articles to help develop youth-specific curricula for individual and group lessons. This course follows the research-based golf program of the First Tee, reinforcing life values such as integrity, respect, and perseverance through the game of golf. (Prerequisites: SPM510, SPM580)

SPM560 (3.0 credit hours)

Golf Fitness and Nutrition

Golf Fitness and Nutrition examines current concepts and models, highlighting golf-specific assessments for mobility, stability, balance, and strength; implications of physical assessments to certain movements in the golf swing; exercise corrections to improve golf and overall fitness profiles; injury prevention; and exercise routines for all levels and ages of golfers. Topics include assessments, correctives, basic and advanced strength development plans, movement improvement routines, special populations, and nutrition. Students evaluate nutrition and fitness programs and construct corrective schedules. (Prerequisites: SPM510, SPM580)

SPM570 (3.0 credit hours)

The Mental Aspect of Teaching: Critical Thinking and Problem Solving in Golf

The Mental Aspect of Teaching is designed to develop skills and strategies for teaching, problem-solving, and critical thinking in golf. The course presents a scientific means of approaching and improving thinking skills through higher-order assessment, strategy development, and problem-solving activities to enable and empower teaching and instruction. Active learning strategies are applied to develop critical thinking and problem-solving in practice, play, and assessment. (Prerequisites: SPM510, SPM580)

SPM580 (3.0 credit hours)

History of the Golf Profession

The Science of the Short Game is an investigation into the fundamental mechanical, anatomical, physiological, and psychological principles of the short game. The spotlight is on 100 yards and in; areas of concentration include putting, chipping, pitching, and bunker play. Applications of techniques include putting assessment; green reading; bump and run analysis; low, medium, and high pitch shots; bunker essentials; rough and uneven lies; and deliberate practice.

SPM590 (3.0 credit hours)

The Business of Teaching Golf

The Business of Teaching Golf delves into the fundamental constructs and practices related to the business aspect of teaching golf, with an emphasis on competing in today's technological world. Topics include employment and entrepreneurial opportunities; business planning, marketing, social media, branding, and promotional strategies and techniques; and establishing long-term career goals, application, and continued development. Students formulate business plans, compile budgets, compose marketing materials, and forecast future developments and challenges. (Prerequisites: SPM500, SPM510, SPM520, SPM540, SPM550, SPM560, SPM570, SPM580)

TAX6877 (3.0 credit hours)

Special Topics in Taxation

Apply tax research tools to locate and assess relevant authoritative information on specific tax issues. The course will include the application of ethical standards used in providing clients with interpretations and recommendations to various tax situations. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Tax with a minimum grade of "C")

TAX6879 (3.0 credit hours)

Special Topics in Corporate and Estate Taxation

Apply tax research tools to locate and assess relevant authoritative information on specific tax issues related to corporate and estate tax. The course will include the application of ethical standards used in providing corporate and estate clients with interpretations and recommendations to various related tax situations. (Prerequisite: Bachelor's degree in Accounting from an accredited university or a bachelor's degree in Business with an upper-level course in Tax with a minimum grade of "C")

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Founders of Keiser University

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B.A. University of North Carolina

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B.A. Grand Canyon University
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M.S. A.T. Still University

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M.B.A. Southern New Hampshire University
M.A. Southern New Hampshire University

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B.A. Universidad Nacional, Nicaragua

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M.B.A. UCEMA University, Argentina & Mexico
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B.A. UNAM, México

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M.A. Universidad Central de Venezuela, Venezuela
B.A. Universidad Central de Venezuela, Venezuela

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B.S. Universidad Catolica Andrés Bello, Venezuela

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M.B.A. Regent University

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Master of Science in Psychology – Mandarin
Master of Science in Applied Psychology– Mandarin

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Central South University, China

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M.S. University of Electronic Science and Technology of China
B.S. Shaanxi Normal University, China

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M.A. Southwest University, China
B.S. Northeast Normal University, China

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Ph.D. Zhejiang University, China

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Ph.D. Chinese Academy of Sciences, China
M.A. Tianjin Normal University, China

Weiying Ma
Ph.D. Southwest University, China
M.A. Southwest University of Nationalities, China

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M.A. Chulalongkorn University
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Grad.Cert. Harvard University
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Graduate School Academic Calendar

Term Calendar 2025

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/25	**New Year's Day**
01/13/25-05/04/25	Winter Semester
01/13/25-03/09/25	Term A Classes Begin
01/20/25	**Martin Luther King Jr. Day**
01/22/25	Return
02/17/25	**President's Day**
02/19/25	Return
03/10/25-05/04/25	Term C Classes Begin
04/18/25-04/21/25	**Easter Break**
04/22/25	Return
05/05/25-05/11/25	**Spring Break**
05/12/25	Return
05/12/25-08/31/25	Summer Semester
05/12/25-07/6/25	Term A Classes Begin
05/26/25	**Memorial Day**
05/27/25	Return
07/07/25-08/31/25	Term C Classes Begin
07/04/25	**Independence Day**
07/07/25	Return
09/01/25-12/21/25	Fall Semester
09/01/25-10/26/25	Term A Classes Begin
09/01/25	**Labor Day**
09/02/25	Return
10/27/25-12/21/25	Term C Classes Begin
11/11/25	**Veterans Day**
11/12/25	Return
11/27/25-11/30/25	**Thanksgiving Break**
12/01/25	Return
12/22/25-**01/11/26**	**Holiday**

Term Calendar 2026

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

01/01/26	**New Year's Day**
01/12/26-05/03/26	Winter Semester
01/12/26-03/08/26	Term A Classes Begin
01/19/26	**Martin Luther King Jr. Day**

01/20/26	Return
02/16/26	**President's Day**
02/17/26	Return
03/09/26-05/03/26	Term C Classes Begin
04/03/25-04/06/26	**Easter Break**
04/07/26	Return
05/04/26-05/10/26	**Spring Break**
05/11/26	Return
05/11/26-08/30/26	Summer Semester
05/11/26-07/05/26	Term A Classes Begin
05/25/26	**Memorial Day**
05/26/26	Return
07/06/26-08/30/26	Term C Classes Begin
07/03/26	**Independence Day (observed)**
07/06/26	Return
08/31/26-12/20/26	Fall Semester
08/31/26-10/25/26	Term A Classes Begin
09/07/26	**Labor Day**
09/08/26	Return
10/26/26-12/20/26	Term C Classes Begin
11/11/25	**Veterans Day**
11/12/25	Return
11/26/26-11/29/26	**Thanksgiving Break**
11/30/26	Return
12/21/26-**01/10/26**	**Holiday**

Term Calendar 2027

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

01/01/27	**New Year's Day**
01/11/27-05/02/27	Winter Semester
01/11/27-02/07/27	Term A Classes Begin
01/18/27	**Martin Luther King Jr. Day**
01/19/27	Return
02/08/27-03/07/27	Term B Classes Begin
02/15/27	**President's Day**
02/16/27	Return
03/08/27-04/04/27	Term C Classes Begin
04/05/27-05/02/27	Term D Classes Begin
03/26/27-03/29/27	**Easter Break**
03/30/27	Return
05/03/27—05/09/27	**Spring Break**
05/10/27-08/29/27	Summer Semester

05/10/27-06/06/27	Term A Classes Begin
05/31/27	**Memorial Day**
06/01/27	Return
06/07/27-07/04/27	Term B Classes Begin
07/05/27-08/01/27	Term C Classes Begin
07/05/27	**Independence Day (observed)**
07/06/27	Return
08/02/27-08/29/27	Term D Classes Begin
08/30/27-12/19/27	Fall Semester
08/30/27-09/26/27	Term A Classes Begin
09/06/27	**Labor Day**
09/07/27	Return
09/27/27-10/24/27	Term B Classes Begin
10/25/27-11/21/27	Term C Classes Begin
11/11/27	**Veterans Day**
11/12/27	Return
11/22/27-12/19/27	Term D Classes Begin
11/25/27-11/28/27	**Thanksgiving Break**
11/29/27	Return
12/20/27-01/09/28	**Holiday**

Term Calendar 2028

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/21	**New Year's Day**
01/10/28-04/30/28	Winter Semester
01/10/28-02/06/28	Term A Classes Begin
01/17/28	**Martin Luther King Jr. Day**
01/18/28	Return
02/21/28	**President's Day**
02/22/28	Return
03/06/28-04/02/28	Term C Classes Begin
04/14/28-04/17/28	**Easter Break**
04/18/28	Return
05/01/28-05/07/28	**Spring Break**
05/08/28-08/27/28	Summer Semester
05/08/28-06/04/28	Term A Classes Begin
05/29/28	**Memorial Day**
05/30/28	Return
07/03/28-07/30/28	Term C Classes Begin
07/04/28	**Independence Day**
07/05/28	Return
08/28/28-12/17/28	Fall Semester

08/28/21-09/24/28	Term A Classes Begin
09/04/28	**Labor Day**
09/05/28	Return
10/23/28-11/19/28	Term C Classes Begin
11/13/28	**Veterans Day (observed)**
11/14/28	Return
11/23/28-11/26/28	**Thanksgiving Break**
11/27/28	Return
12/18/28-01/07/29	**Holiday**

Term Calendar 2029

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/29	**New Year's Day**
01/08/29-04/29/29	Winter Semester
01/08/29-03/04/29	Term A Classes Begin
01/15/29	**Martin Luther King Jr. Day**
01/16/29	Return
02/19/29	**President's Day**
02/20/29	Return
03/05/29-04/29/29	Term C Classes Begin
03/30/29-04/02/29	**Easter Break**
04/03/29	Return
04/30/29-05/06/29	**Spring Break**
05/07/29-08/26/29	Summer Semester
05/07/29-07/01/29	Term A Classes Begin
05/28/29	**Memorial Day**
05/29/29	Return
07/02/29-08/26/29	Term C Classes Begin
07/04/29	**Independence Day**
07/05/29	Return
08/27/29-09/02/29	Summer Break
09/03/29-12/23/29	Fall Semester
09/03/29-10/28/29	Term A Classes Begin
09/03/29	**Labor Day**
09/04/29	Return
10/29/29-12/23/29	Term C Classes Begin
11/12/29	**Veterans Day (observed)**
11/13/29	Return

11/22/29-11/25/29	**Thanksgiving Break**
11/26/29	Return
12/24/29-01/06/30	**Holiday**

Term Calendar 2030

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/30	**New Year's Day**
01/07/30-04/28/30	Winter Semester
01/07/30-02/03/30	Term A Classes Begin
01/21/30	**Martin Luther King Jr. Day**
01/22/30	Return
02/18/30	**President's Day**
02/19/30	Return
03/04/30-03/31/30	Term C Classes Begin
04/19/30-04/22/30	**Easter Break**
04/23/30	Return
04/29/30-05/05/30	**Spring Break**
05/06/30-08/25/30	Summer Semester
05/06/30-06/02/30	Term A Classes Begin
05/27/30	**Memorial Day**
05/28/30	Return
07/01/30-07/28/30	Term C Classes Begin
07/04/30	**Independence Day**
07/05/30	Return
08/26/30-12/15/30	Fall Semester
08/26/30-09/22/30	Term A Classes Begin
09/02/30	**Labor Day**
09/03/30	Return
10/21/30-11/17/30	Term C Classes Begin
11/11/30	**Veterans Day**
11/12/30	Return
11/28/30-12/01/30	**Thanksgiving Break**
12/02/30	Return
12/16/30-01/05/31	**Holiday**

Term Calendar 2031

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/31	**New Year's Day**

01/06/31-04/27/31	Winter Semester
01/06/31-02/02/31	Term A Classes Begin
01/20/31	**Martin Luther King Jr. Day**
01/21/31	Return
02/17/31	**President's Day**
02/18/31	Return
03/03/31-03/30/31	Term C Classes Begin
04/11/31-04/14/31	**Easter Break**
04/15/31	Return
04/28/31-05/04/31	**Spring Break**
05/05/31-08/24/31	Summer Semester
05/05/31-06/01/31	Term A Classes Begin
05/26/31	**Memorial Day**
05/27/31	Return
06/30/31-07/27/31	Term C Classes Begin
07/04/31	**Independence Day**
07/07/31	Return
08/25/31-12/14/31	Fall Semester
08/25/31-09/21/31	Term A Classes Begin
09/01/31	**Labor Day**
09/02/31	Return
10/20/31-11/16/31	Term C Classes Begin
11/11/31	**Veterans Day**
11/12/30	Return
11/27/31-11/30/31	**Thanksgiving Break**
12/01/31	Return
12/15/31-01/04/32	**Holiday**

Term Calendar 2032

Note: Each term begins on a Monday at 12:01 a.m. and ends on a Sunday at 11:59 p.m.

1/1/32	**New Year's Day**
01/05/32-04/25/32	Winter Semester
01/05/32-02/01/32	Term A Classes Begin
01/19/32	**Martin Luther King Jr. Day**
01/20/32	Return
02/16/32	**President's Day**
02/17/32	Return
03/01/32-03/28/32	Term C Classes Begin

03/26/32-03/29/32	**Easter Break**
03/30/32	Return
04/26/32 5/02/32	**Spring Break**
05/03/32 08/22/32	Summer Semester
05/03/32-05/30/32	Term A Classes Begin
05/31/32	**Memorial Day**
06/01/32	Return
06/28/32-07/25/32	Term C Classes Begin
07/05/32	**Independence Day (observed)**
07/06/32	Return
08/23/32-12/12/32	Fall Semester
08/23/32-09/19/32	Term A Classes Begin
09/06/32	**Labor Day**
09/07/32	Return
10/18/32-11/14/32	Term C Classes Begin
11/11/32	**Veterans Day**
11/12/32	Return
11/25/32-11/28/32	**Thanksgiving Break**
11/29/32	Return
12/13/32-01/03/33	**Holiday**

ADDENDUM NO. 1

TO
2025-2026
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 13, NO. 1, September 1, 2025

Effective September 23, 2025

KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 1 represents additions, changes and deletions to the 2025-26 Keiser University Graduate School Catalog, Volume 13, No. 1, and is effective September 23, 2025.

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Pg. 36-37, Admissions Requirements

Under ***Master of Science in Biomedical Sciences***, delete existing content and replace with the following:

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

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

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

Pg. 38-39, Admissions Requirements

Under ***Master of Science in Information Security***, delete existing content and replace with the following:

MASTER OF SCIENCE IN INFORMATION SECURITY

This program requires a baccalaureate degree in an IT related computer discipline from an accredited college or university. Applicants must have knowledge of data structures and algorithms, assembly language and computer architecture, structured programming in a modern high-level language, and discrete mathematics.

Applicants who do not have an adequate background may be required to take one or more of the following prerequisite courses:

- CDA2100: Computer Architecture (4.0 credit hours)
- COP1800: C Java Programming I (4.0 credit hours)
- COT2104: Discrete Mathematics and Probability (4.0 credit hours)
- COT1405C: Introduction to Algorithms (4.0 credit hours)

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

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

Pg. 39-40, Admissions Requirements

Under ***Master of Science in Information Technology Leadership***, delete existing content and replace with the following:

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

This program requires a baccalaureate degree in an information technology related field from an accredited college or university. Applicants with degrees outside of IT may be considered with a minimum of two years of professional work experience in the field.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)

- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
    - Letter of Recommendation
    - GMAT or GRE Test Scores

Pg. 40, Admissions Requirements

Under ***Master of Science in Management***, delete existing content and replace with the following:

MASTER OF SCIENCE IN MANAGEMENT (OFFERED IN SPANISH)

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
    - Letter of Recommendation
    - GMAT or GRE Test Scores

Pg. 49, Admissions Requirements

Under ***Master of Science in Education***, delete the following content:

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

- Graduate degree from an accredited institution
- Undergraduate degree from an accredited college or university with a grade average of at least 3.0
- Undergraduate degree from an accredited college or university with a grade average of 2.7 or above with a minimum of two years of professional work experience
- Completion of the first semester of enrollment with a minimum grade average of 3.0. **Failure to provide documentation required at the end of the first semester may lead to suspension from the University.**

Pg. 49, Admissions Requirements

Under ***Master of Science in Golf Teaching and Learning***, delete existing content and replace with the following:

MASTER OF SCIENCE IN GOLF TEACHING AND LEARNING

Candidates for admission to the Master of Science in Golf Teaching and Learning are required to hold a baccalaureate degree or equivalent from an accredited institution. An undergraduate degree in golf management is not required; therefore, qualified applicants from all fields are encouraged to apply.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
    - Letter of Recommendation
    - GMAT or GRE Test Scores

Pg. 60, Admissions

*Under **Program-Specific Admissions Requirements**, make the followings edits in red text (strikethroughs should be deleted) to the **Master of Science in Occupational Therapy – Bridge Program:***

In the second paragraph after the Required Documents for Admission bullet points, delete the word "NOTE:" as follows, and add the following text:

~~NOTE:~~ Prior to admission to the MSOT program applicants who earned less than 83 credit hours in their Associate of Science in Occupational Therapy Assistant programs will be required to complete elective courses to make up for missing credits before beginning graduate level courses.

The Keiser University MSOT Bridge Program is a lockstep, cohort-based program with established student learning outcomes. Transfer credits are generally not accepted for MSOT major courses; however, requests may be reviewed on a case-by-case basis to determine equivalency.

Delete the following paragraph and note:

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

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

Pg. 65, Admissions Requirements

Under ***Master of Science in Industrial and Organizational Psychology/Master of Science in Psychology***, delete the following content:

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

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

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

Pg. 65-66, Admissions Requirements

Under ***Master of Arts in Criminal Justice/Master of Arts in Homeland Security and Emergency Management***, delete existing content and replace with the following:

MASTER OF ARTS IN CRIMINAL JUSTICE MASTER OF ARTS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Candidates for admission to the MACJ and MAHS & EM programs are required to hold a four-year baccalaureate degree (or equivalent) from an accredited institution. An undergraduate degree in criminal justice is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate and/or graduate academic performance, professional experience, and supplemental documents.

- Submit an Application for Admission to the Graduate School
- Pay the $55 Application Fee
- Submission of an unofficial baccalaureate or master's transcript from an accredited school. If transcripts are in a foreign language, student must provide proof of Foreign Language Equivalency with calculated CGPA. Official transcripts are due by the end of the first semester of attendance.
  * Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and Graduate School.
- Minimum 3.0 CGPA (bachelor's entry)
- Resume or Curriculum Vitae
- If CGPA is < 3.0, Keiser University's Graduate School requires the submission of a Personal Statement. This personal statement should include an explanation regarding the factors leading to a CGPA falling below 3.0, the current environment that may better prepare the student for academic success, and any remedial efforts that will be performed or assumed by the student. Additional considerations for a quality personal statement include the following: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine propensity for success and to render an admissions decision. Supplemental documentation may be included to support a prospective student's application. Supplemental documents may include:
  - Letter of Recommendation
  - GMAT or GRE Test Scores

Pg. 66-67, Admissions Requirements

Under ***Master of Arts in Interdisciplinary Studies***, delete the following content:

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

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

- Completion of the first semester of enrollment with a minimum grade average of 3.0.

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

ADDENDUM NO. 2

TO
2025-2026
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 13, NO. 1, September 1, 2025

Effective October 10, 2025

KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 2 represents additions, changes and deletions to the 2025-26 Keiser University Graduate School Catalog, Volume 13, No. 1, and is effective October 10, 2025.

Contents

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Pg. 127, Admissions Requirements MS Education 4
Pg. 187, Degree Requirements, MS Education Leadership 4
Pg. 188, Degree Requirements, MS Education Teaching and Learning 5
Pg. 263-264, Course Descriptions, Education 5

Pg. 126, Admissions Requirements, PhD and EdD in Education

Under ***Education***, add the following updates:

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

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

- Earn a minimum of 60 graduate semester credit hours
- Complete a minimum of 42 credit hours through Keiser University
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all PhD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- Complete two residencies before starting dissertation
- Successfully pass a comprehensive examination prior to advancing to candidacy
- Complete the dissertation approved by a dissertation committee
- Successfully defend the dissertation

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

- Earn a minimum of 44 graduate semester credit hours
- Complete a minimum of 26 credit hours through Keiser University
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all EdD degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- Complete one residency before starting the ADP courses
- Successfully pass a comprehensive examination prior to advancing to candidacy
- Complete an Applied Doctoral Project approved by an ADP committee
- Successfully defend the ADP

Pg. 127, Admissions Requirements MS Education

Under ***REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION***, add the following:

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

- Earn a minimum of 36 graduate semester credit hours
- Complete a minimum of 24 credit hours through Keiser University
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete all MSE degree requirements within six years of beginning coursework; exceptions for extenuating circumstances reviewed by the Dean of Graduate School
- Successfully pass a two-past Masters Capstone Project at the end of the program

Pg. 187, Degree Requirements, MS Education Leadership

Under ***Education, Leadership***, replace the Program Outline with the following:

Master of Science in Education, Leadership Major Core Courses (36.0 credit hours)

EDU512	Education Governance, Motivation and Ethical Decision Making	3 Credit Hours
EDU510	Affirming Diversity	3 Credit Hours
EDU513	Introduction to Curriculum and Instructional Design	3 Credit Hours
EDU514	Advanced Educational Assessment and Evaluation	3 Credit Hours
EDU515	Law in Education	3 Credit Hours

EDU524	Problem Solving and Critical Thinking	3 Credit Hours
EDU550	Education System Organization and Leadership	3 Credit Hours
EDU552	Personnel Selection and Development	3 Credit Hours
EDU553	Education Budgeting and Finance	3 Credit Hours
EDU555	Portfolio in School Leadership	3 Credit Hours
RSM551	Action Research I (Prerequisite for RSM611)	3 Credit Hours
RSM611	Action Research II (Capstone)	3 Credit Hours

Pg. 188, Degree Requirements, MS Education Teaching and Learning

Under ***Education, Teaching and Learning***, replace the Program Outline with the following:

Master of Science in Education, Teaching and Learning Major Core Courses (36.0 credit hours)

EDU512 Education Governance, Motivation and Ethical Decision Making 3 Credit Hours
EDU510 Affirming Diversity 3 Credit Hours
EDU513 Introduction to Curriculum and Instructional Design 3 Credit Hours
EDU514 Advanced Educational Assessment and Evaluation 3 Credit Hours
EDU515 Law in Education 3 Credit Hours
EDU520 Psychological Basis of Education 3 Credit Hours
EDU522 Continuous Improvement and Planning 3 Credit Hours
EDU523 Teacher in American Society 3 Credit Hours
EDU524 Problem Solving and Critical Thinking 3 Credit Hours
EDU555 Portfolio in School Leadership 3 Credit Hours
RSM551 Action Research I (Prerequisite for RSM611) 3 Credit Hours
RSM611 Action Research II (Capstone) 3 Credit Hours

Pg. 263-264, Course Descriptions, Education

Delete the course description for EDU521:

EDU521 (3.0 credit hours)

Learning Theories Applied to Classroom Instruction

This course provides advanced study and application of classic and contemporary learning theories with analysis of how these are used in community health education, teaching and educational settings. Students examine cognitive architecture and theories of knowledge, then apply them to improve educational practice in the multiple contexts in which teaching occurs. Issues of readiness, motivation, problem–solving, and memory are examined to understand how these affect pedagogy. Students evaluate cognition and learning from an applied theoretical perspective as used in educational venues such as community health education, corporate training, higher education and classroom teaching.

Delete the course description for EDU540:

EDU540 (3.0 credit hours)

Current Trends and Issues in Education

This course involves an advanced study of the literature, movements, issues, projections, and potential directions in the area of education from early elementary through higher education. Students will

research and analyze a wide range of contemporary issues in education and experience opportunities for professional practice.

Replace the course description for EDU555 with the following:

EDU555 (3.0 credit hours)

Portfolio in School Leadership

This course is a practical application course allowing students to build a career-ready portfolio in different aspects of school leadership. MSE concentrations will develop resources and tools in Instructional Leadership, which includes managing the learning environment, accountability and assessment, and development and supervision of best instructional practices, in Operational Leadership, which includes uses of technology, professional development, ethical management and decision-making strategies for innovative school solutions, and in School Leadership, which includes community and stakeholder partnerships for improved educational outcomes. This course is designed to prepare MSE students to become effective academic and operational leaders in our K-12 school system.

ADDENDUM NO. 3

TO
2025-2026
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 13, NO. 1, September 1, 2025

Effective October 29, 2025

KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 3 represents additions, changes and deletions to the 2025-26 Keiser University Graduate School Catalog, Volume 13, No. 1, and is effective October 29, 2025.

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Pg. 85 – Required Fees for Programs, Master of Science in Occupational Therapy 4
Pg. 207 – Master Of Science in Occupational Therapy Bridge Program 4

Pg. 15-16 – Accreditation Statement, MS Occupational Therapy Bridge Program

Update the MSOT Accreditation to the following:

The Master of Science in Occupational Therapy (MSOT) Bridge program at the Keiser University Ft. Lauderdale and the Fort Myers Campuses are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). As of August 2024, the MSOT Bridge program at Keiser University's Jacksonville campus was granted Candidacy Status by ACOTE. In August 2025, the Miami campus was also granted Candidacy Status. Both campuses are now pursuing pre-accreditation review and will complete the on-site evaluation as part of the process to achieve Accreditation Status before their graduates become eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). ACOTE can be reached at the Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association, 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814; Office phone: (301) 652-AOTA; website: www.acoteonline.org.

Pg. 85 – Required Fees for Programs, Master of Science in Occupational Therapy

Delete the duplicate fees (strikeout) and update the amount for Simucase (red):

Master of Science in Occupational Therapy	~~NBCOT Exam $515~~ ~~Licensure Fee $80~~ ~~TherapyEd Course $300~~ ~~LiveScan Fingerprinting $95~~ ~~*10- panel Drug Screening $45~~ ~~Employment Screening/Background Check $56~~ ~~AOTA study pack $127.00~~ ~~Simucase (one-time fee) $200.00~~ ~~NBCOT study pack $85.00~~ ~~NBCOT Practice Exam OTKE 1.0 $25.00~~ ~~NBCOT Practice Exam OTKE 2.0 $25.00~~ ~~(Repeat Administrations may be required)~~ Background Check $60.00-$88.00 or as required by the applicable agency Finger Printing $85.00-$110.00 Drug Screen $30.00-$110.00 OTKE Practice Exam $15.00 AOTA Study Pack $149.00 Simucase $200.00-~~$220.00~~ $240.00 TherapyEd Course $300.00 NBCOT Study Pack $85.00 NBCOT Exam $540.00 OTKE Practice Exam Pre-Level II $15.00 OTKE OTR Post FW Exam $25.00 OTKE OTR End of Program Exam $25.00 **Fees may vary by campus and, in some cases, the requirements of affiliated clinical sites.*

Pg. 207 – Master Of Science in Occupational Therapy Bridge Program

Update the prerequisites for major courses, revise the following statement:

Candidates must achieve a minimum 3.0 GPA (on a 4.0 scale) with no grade less than C for all prerequisite courses. Any pre-requisite courses taken prior to admission to the MSOT program must have been completed at ~~a regionally accredited college or university~~ an institution accredited by the U.S. Department of Education (USDOE).

ADDENDUM NO. 4

TO
2025-2026
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 13, NO. 1, September 1, 2025

Effective December 17, 2025

KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 4 represents additions, changes and deletions to the 2025-26 Keiser University Graduate School Catalog, Volume 13, No. 1, and is effective December 17, 2025.

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Pg. 62, Program-Specific Admissions Requirements, Doctor of Public Administration 5
Pg. 68, Transfer of Credit Policy and Procedures 5
Pg. 130, Degree Requirements, MS Exercise and Sport Science 7
Pg. 134, Degree Requirements, Doctor of Public Administration 7
Pg. 136, Program Offerings by the Graduate School 7
Pg. 137, Program Offerings by the Graduate School 8
Pg. 168, Program Descriptions, MS Management (Spanish) 8
Pg. 196, Program Descriptions, Master of Science in Biomedical Sciences 8
Pg. 199, Program Descriptions, Master of Science in Exercise and Sport Science 8
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Pg. 40, Program-Specific Admissions Requirements, MS Management (Spanish)

*Under **Master of Science in Management (Offered in Spanish),** add the following note before the introductory paragraph:*

As of October 3, 2025, the Master of Science in Management (Offered in Spanish) is closed to new enrollments and continues in a teach-out status.

Pg. 62, Program-Specific Admissions Requirements, Doctor of Public Administration

*Under **Social Sciences,** create a new section for **Doctor of Public Administration** and add:*

DPA applicants will be required to have at least three years of professional work experience in a field related to public service.

Required documents for admission are as follows:

- Submit an application for admission to the Graduate School
- Pay the application fee
- Submission of an unofficial master's or doctoral transcript from an accredited school. If transcripts are in a foreign language, the student must provide proof of Foreign Language Equivalency with a calculated CGPA.
- 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 with a minimum GPA of 3.0
- Minimum 3.0 CGPA
- Resume or Curriculum Vitae indicating education and complete work history
- Submitting a Personal Statement
    - A quality personal statement will include at minimum: life experiences, career outcomes, societal contributions, and educational achievements that may lead to success in graduate-level study.
- Students are encouraged to submit GRE/MAT scores in support of their application

Pg. 68, Transfer of Credit Policy and Procedures

*Delete the current content, including **Transfer from International Institutions**, **Transfer of Credits from Keiser University**, and **Veteran Transfer of Credit**s, and add:*

Transfer of Credit Policy

Credit for courses or degrees completed at another institution is subject to approval by the Dean of Academic Affairs. These courses or degrees must be similar in content and duration to those offered in the program for which an applicant has applied. The Dean of Academic Affairs makes the final decision of accepted transfer credits from the received transcript. However, only courses listed on official transcripts receive permanent official transfer credit. To grant such credit, Keiser University must receive official transcript directly from the previous institution by the end of a student's first semester.

Keiser University requires that, at a minimum, a student complete at least one third of the credit hours required for any graduate or post-baccalaureate professional degree through instruction offered by Keiser University. Active duty, reservists, and National Guard service members who are students can complete at a minimum one third of a program at any time through the University.

Transfer students are informed in writing of any credits accepted as transferable. Preliminary notification is presented, in most cases, prior to enrollment but in no case later than the end of a transfer student's first semester. Students are responsible for having official transcripts sent to Keiser University from all former institution(s).

It may be necessary for students to forfeit some previously earned credit in the transfer process since college philosophies, objectives and programs may vary and change from year to year. Keiser University does not make any blanket assurances or guarantees regarding the acceptance or transferability of credits from other institutions. Each credit evaluation is conducted on a case-by-case basis in accordance with university policy.

Transfer from Other Institutions

Keiser University may accept transfer credits from a college or university recognized by the by the U.S. Department of Education (USDE). Coursework must be equivalent in content, level, and credit hours to the corresponding Keiser University course/s.

Qualified, accepted master's degree seeking students may transfer a maximum of 12 graduate level credits, but no more than two-thirds of the total credit hours (whichever is less), required for the program unless otherwise specified by a programmatic accreditor.

a. Credits for courses from other institutions which are equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
b. Transfer credits from a non-U.S. college or university are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an institution of higher education in the United States recognized by the USDE.
c. Acceptable courses will be equivalent to a B grade or higher unless otherwise specified by programmatic requirements. Courses represented with a Pass or Satisfactory grade may be transferable at the discretion of the program chair and/or appropriate program Dean.

Qualified, accepted doctoral degree seeking students may transfer a maximum of 18 graduate level credits, but no more than two-thirds of the total credit hours (whichever is less), required for the program unless otherwise specified by a programmatic accreditor.

a. Credits for courses from other institutions which are equivalent in content to Keiser University and are applicable to the applicant's program of study may be granted on a course-by-course basis.
b. Transfer credits from a non-U.S. college or university are evaluated and granted on a course equivalency basis. The Graduate School must receive an official transcript evaluated by an approved educational evaluator service attesting that the course/s are equivalent to course/s earned at an institution of higher education in the United States recognized by the USDE.
c. Acceptable courses will be equivalent to a B grade or higher unless otherwise specified by programmatic requirements. Courses represented with a Pass or Satisfactory grade may be transferable at the discretion of the program chair and/or appropriate program Dean.

Transfer from International Institutions

Credits from colleges and universities outside the United States are evaluated and may be transferred on a course equivalency basis. Consideration of transfer credit will be given for courses in which a "P" was earned during the time covering the Presidential national emergency declaration for the COVID-19 pandemic. The Dean must receive an evaluation of official transcripts by a member agency of the National Association of Credential Evaluation Services (http://www.naces.org) attesting that the courses are equivalent to courses earned at an institution of higher education in the United States recognized by the USDE.

Transfer credits are granted only for courses in which a grade of "B" or higher was earned (3.0 on a 4.0 scale). Prior to granting transfer of credit for any course, the University reserves the right to test applicants or request that they successfully pass an examination administered by a Keiser University faculty member.

Transfer of Credits from Keiser University

Students who are interested in continuing their education at an institution other than Keiser University should first make inquiry about the institution they plan to attend to determine credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of the receiving institution.

Veteran Transfer of Credits

A Veterans Administration benefit recipient has the responsibility to report all previous education and training to Keiser University. This includes the Veteran's official military transcripts (Joint Services Transcript or Community College of the Air Force transcript). Requests for Military Transfer Credit will be evaluated through the existing Keiser University policy and should be submitted through the JST portal preferably with ACE review and recommendations for transfer credit equivalency.

Further information about students, transfer credits, and international students can be found in the *University Catalog*.

Transfer of Credit Procedures

Keiser University maintains the following policy for evaluating, awarding, and accepting credit not originating from Keiser University. The Dean of Academic Affairs maintains the final decision-making authority for the transfer of such credit. The Dean's responsibility in evaluating credit for transfer is to ensure the academic quality of the instruction leading to the award of the credit being transferred; in this process Deans first evaluate course content, as indicated by an appropriate transcript and/or syllabi provided by the student. In some cases, the accreditation of the institution at which the credits were earned guarantees comparability to the course content and the qualifications of the faculty teaching those courses. When the accreditation of the institution at which the credits were earned does not guarantee the comparability of these components, the Dean will verify comparability of the course content and faculty credentials independently for each course the student is attempting to transfer.

Transfer credits are granted only for courses in which a grade of "B" or higher was earned (3.0 on a 4.0 scale) unless otherwise specified by programmatic requirements. 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.

Course Waiver/Substitution

A course may be waived or substituted upon written recommendation of the appropriate chair or approval of the Dean of the Graduate School. The document is filed permanently with the registrar.

The Dean of Academic Affairs or designee evaluates transcripts and determines potential transfer credit granted to students. The following guidelines are used in evaluating transcripts received from other accredited institutions:

1. 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.
2. Only courses with a grade of "B" or higher unless otherwise specified by programmatic requirements are considered for transfer credit.
3. Credit value accepted by Keiser University follows program requirements even though more time may have been devoted and more credit awarded in covering the material at the institution from which a student is transferring the credits.
4. For universities that operate on a quarter credit- based system, one-quarter credit is equivalent to .67 of a semester credit, therefore it is possible that some classes from prior institutions may need to be combined to provide equivalent transfer to the KU semester-based credit system.
5. Decisions are made so that a student's academic program provides the most professional training.

Questions concerning transfer evaluations should be addressed to the Office of Vice Chancellor of Academic Affairs.

Pg. 130, Degree Requirements, MS Exercise and Sport Science

*Under **Requirements for Master of Science in Exercise and Sport Science,** change the last bullet to:*

- Complete the final project

Pg. 134, Degree Requirements, Doctor of Public Administration

*Under **Social Sciences,** create a new section for **Doctor of Public Administration** and add:*

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

- Earn a minimum of 44 graduate semester credit hours
- Earn a minimum grade average of 3.0
- Have no more than two courses with a grade of "C"
- Complete at least 26 credits of the DPA program through Keiser University
- Complete all doctoral degree requirements within eight years of beginning coursework; exceptions for extenuating circumstances will be reviewed by the Graduate School Associate Vice Chancellor
- Complete one residency prior to beginning the applied doctoral project
- Complete an applied doctoral project approved by an applied doctoral committee

Pg. 136, Program Offerings by the Graduate School

*Under **Fort Lauderdale Graduate School,** add:*

	DPA	*Doctor of Public Administration*	

*Under **Orlando,** add:*

	DPA	*Doctor of Public Administration*	*online only*

*Under **Sarasota,** add:*

	DPA	*Doctor of Public Administration*	*online only*

Pg. 137, Program Offerings by the Graduate School

*Under **Flagship,** add:*

	EdD	*Education Leadership*	*online only*

*Under **Miami,** add:*

	MS	*Occupational Therapy (Bridge Program)*	

*Under **Fort Lauderdale Graduate School,** delete:*

	~~*MS*~~	~~*Management (Spanish)*~~	~~*online*~~
	MSEd	*School Counseling*	*online*

*Under **Fort Lauderdale Online Division,** delete:*

	MS	*Management (Spanish)*	*online*

*Under **Miami,** delete:*

	MS	*Management (Spanish)*	*online only*

*Under **West Palm Beach,** delete:*

	MS	*Management (Spanish)*	*online only*

Pg. 168, Program Descriptions, MS Management (Spanish)

*Under **Master of Science in Management,** add the following note before the introductory paragraph:*

As of October 3, 2025, the Master of Science in Management (Offered in Spanish) is closed to new enrollments and continues in a teach-out status.

Pg. 196, Program Descriptions, Master of Science in Biomedical Sciences

*Under **Program Outline,** delete:*

GMS6505 Molecular Pharmacology (3.0 credit hours)

And add:

PCB5236 Human Cancer Biology (3.0 credit hours)

Pg. 199, Program Descriptions, Master of Science in Exercise and Sport Science

*Under **Program Outline,** change the subheading **Exercise and Sport Science Foundation Courses (27.0 credit hours)** to **Exercise and Sport Science Foundation Courses (24.0 credit hours),** delete the existing content, and add:*

PET503	Applied Sport Science	3.0 credit hours
PET507	Evidence Based Practice in Exercise Science	3.0 credit hours
PET515	Measurement and Evaluation in Exercise Science	3.0 credit hours

PET597	Reflective Practice for Health and Fitness Professionals	3.0 credit hours
PET563	Applied Nutrition	3.0 credit hours
PET585	Advanced Programing for Health and Performance	3.0 credit hours
PET589	Physiology of Health and Fitness	3.0 credit hours
RSM613	Research Methods	3.0 credit hours

*Under **Program Outline,** under **Exercise and Sports Science Project Courses (6.0 credit hours),** delete:*

PET691	Exercise and Sport Science Project	3.0 credit hours

and add:

PET691	Exercise and Sport Science Final Project	3.0 credit hours

Pg. 227, Program Descriptions, Doctor of Public Administration

*Under **Social Sciences,** create a new section for **Doctor of Public Administration** and add:*

The Doctor of Public Administration program at Keiser University is designed for experienced professionals seeking to advance leadership in public and nonprofit sectors. The program provides an integrated foundation in governance, policy, leadership, ethics, and research methods. Graduates are prepared to serve as scholar-practitioners capable of leading organizational operations, designing and evaluating policy, and contributing research to the field.

Program Mission

The Doctor of Public Administration program at Keiser University prepares public administration professionals to effectively lead and manage the complexities of governance and public policy in diverse and dynamic environments. Committed to a "students first" philosophy and a culture of lifelong learning, the Doctor of Public Administration program equips graduates with advanced knowledge, critical thinking skills, and research expertise to become transformative leaders in various public sector and non-profit settings. Graduates will be empowered to address the challenges faced by communities and organizations they serve, fostering innovation, ethical governance, and public trust.

Program Goals

The program's primary objective is to equip students with advanced knowledge and practical skills, ensuring they are fully prepared to excel in the dynamic field of public administration. The program goals are:

1. Leadership Development. Cultivate advanced leadership theories and ethical governance practices to lead and implement transformative change in public sector organizations.
2. Research Proficiency. Design and conduct original research that offers evidence-based solutions to complex issues in public administration.
3. Governance and Public Policy: Enhance expertise in developing, evaluating, and implementing innovative public policies to address complex social and ethical issues.

Prerequisites for Major Courses

Students may enter the Doctor of Public Administration with a master's degree from an accredited institution.

Program Outline

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

Doctor of Public Administration Major Core Courses (44.0 credit hours)

Foundation Courses (18.0 credit hours)

DPA700 Advanced Foundations and Applied Theories of Public Policy & Administration	3.0 credit hours
DPA710 Leadership and Change Management in Public Administration	3.0 credit hours
DPA720 Public Sector Budgeting and Financial Decision Making	3.0 credit hours
DPA730 Multi-Sector Governance and Intergovernmental Relations	3.0 credit hours
DPA740 Transparency, Ethics, and Public Accountability	3.0 credit hours
DPA750 Public Policy Analysis and Program Evaluation	3.0 credit hours

Elective Courses (9.0 credit hours)

Graduate Elective	3.0 credit hours
Graduate Elective	3.0 credit hours
Graduate Elective	3.0 credit hours

Research Courses (9.0 credit hours)

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

Applied Doctoral Project Courses (8.0 credit hours) - Students must complete four Applied Doctoral Project Courses.
ADP900 Applied Doctoral Project 2.0 credit hours
Residency Requirement
Doctoral students must complete one residency before Applied Doctoral Project Courses. (Doctoral Residency One).
Graduate Electives
Selected electives will vary based on students' goals and the Dean of the Graduate School's approval.

Pg. 257, Course Descriptions, Doctor of Public Administration

Add the following new course descriptions in the appropriate alphabetical list of course descriptions.

DPA700 (3.0 credit hours)

Advanced Foundations and Applied Theories of Public Policy & Administration

This doctoral course provides an in-depth exploration of foundational and contemporary public administration and policy theories. Students will critically discuss classical bureaucratic, post-bureaucratic, and network governance models. Students will analyze classical and modern frameworks, including bureaucratic, new public management, and network governance theories.

DPA710 (3.0 credit hours)

Leadership and Change Management in Public Administration

This doctoral course examines strategic leadership, governance, and transformational change within public administration. Candidates will critically examine leadership theories, ethical decision-making, and change management frameworks, with an emphasis on collaborative governance and stakeholder engagement. Through real-world case studies, students will develop competencies in crisis leadership, performance measurement, and policy-driven innovation.

DPA720 (3.0 credit hours)

Public Sector Budgeting and Financial Decision-Making

This doctoral course provides a comprehensive examination of budgeting models, financial management principles, and fiscal policy within public administration. Students will critically analyze performance-based budgeting, cost-benefit analysis, and revenue generation strategies within economic and political constraints. The course integrates contemporary challenges such as government debt sustainability, equity-based budgeting, and ethical considerations in resource allocation.

DPA730 (3.0 credit hours)

Multi-Sector Governance and Intergovernmental Relations

This doctoral course examines governance across federal, state, and local levels, as well as within nonprofit and private sector collaborations. Students will explore theories of intergovernmental relations, cooperative federalism, and networked governance, evaluating their implications for policy implementation and service delivery. The course emphasizes applied research in public-private partnerships, regulatory frameworks, and collaborative problem-solving.

DPA740 (3.0 credit hours)

Transparency, Ethics, and Public Accountability

This doctoral course provides an advanced examination of ethical principles, integrity in public service, and the role of accountability in governance. Students will explore how equity-driven policies shape governance structures, with a focus on ethical dilemmas, anti-corruption measures, transparency policies, and human rights considerations. Special emphasis will be placed on frameworks and theories that support participatory democracy and ethical decision-making in crisis situations.

DPA750 (3.0 credit hours)

Public Policy Analysis and Program Evaluation

This doctoral-level course explores the principles and practices of evaluating public and nonprofit programs. Students will develop analytical skills to assess effectiveness, efficiency, and equity, ensuring optimal resource use. Through theoretical frameworks and real-world case studies, students will learn to design evaluations, analyze data, and communicate findings to inform decision-making and drive sustainable change.

Pg. 267, Course Descriptions, MS Biomedical Sciences

Delete:

GMS6505 Molecular Pharmacology

And add in the appropriate place alphabetically:

PCB5236 (3.0 credit hours)

Human Cancer Biology

Presents an in-depth overview of concepts in the field of human oncology and research. The course will take a mechanistic view of the dysregulation of cellular processes that occurs in cancer cells, including the mechanisms of action of anti-cancer drugs and radiation treatments. Topics will include, but are not limited to: dysregulation of the cell cycle, the role of the cytoskeleton and the extracellular matrix in cancer metastasis, oncogenes and cell signaling, tumor suppressors and cell cycle checkpoints, the Warburg effect and cancer cell metabolism, and how our knowledge of these processes is leading to new and effective anti-cancer drugs.

Pg. 313-314, Course Descriptions, MS Exercise and Sport Science

Under PET515, change the course title to:

Measurement and Evaluation in Exercise Science

Under PET572, change the course description to:

PET572 (3.0 credit hours)

Physical Activity and Public Health

This course examines the role of physical activity in the health and wellness of society. Students will analyze common problems to identify potential causes of wellness-related disparities.

Pg. 333, Administration, Faculty, and Staff

Under Graduate Faculty, delete:

Jeffrey Williams
D.H.H.P. Concordia University of Chicago
M.S. California University of Pennsylvania
B.S. Eastern Connecticut State University

And add in the appropriate place alphabetically:

Stefane Dias
Ph.D. Russian State University of Sports
M.S. Russian State University of Sports
B.S. Universidade Federal do Parana

Morgan Washington
Ph.D. University of Houston
M.S. Eastern Kentucky University
B.S. University of Central Florida

Jonathan N. Mike
Ph.D. University of New Mexico
M.S. Western Kentucky University
B.S. Western Kentucky University

ADDENDUM NO. 5
TO
2025-2026
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 13, NO. 1, September 1, 2025

Effective January 30, 2026

KEISER UNIVERSITY GRADUATE SCHOOL CATALOG ADDENDUM

Keiser University continually reviews, improves and updates its programs, courses and curricula. It is incumbent on the University to reflect these revisions in its publications. The following Addendum No. 5 represents additions, changes and deletions to the 2025-26 Keiser University Graduate School Catalog, Volume 13, No. 1, and is effective January 30, 2026.

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Pg. 113, Academic Policies

*Under **Academic Advising**, delete the existing content and add:*

At Keiser University, student advising is an active, responsive, and collaborative process designed to foster student success. The purpose of advising is to engage, support, and guide students as they work toward achieving their educational, career, and personal goals.

Student advising may include, but is not limited to, discussions of current course performance, study habits, test-taking strategies, professional development, and courses or subject areas that present particular challenges for the student. Advising conversations may also address transfer credit, course scheduling, and available academic support services. Advisors assist students in understanding and navigating institutional requirements, university processes, policies, and systems. When concerns pertain specifically to a student's current course, the advisor may refer the student to the faculty member of record.

As appropriate, advisors help students identify and access relevant campus resources and may initiate referrals in a timely manner. Institutional support services are intended to be explored and utilized to promote student success.

Advisors have access to academic administration to support their advising responsibilities. Accordingly, a clear pathway exists for advisors to seek guidance, collaborate with content experts, and involve appropriate stakeholders in student support, planning, and decision-making. Student academic advising activities are documented within the institution's records management system.

The university regularly evaluates the effectiveness of advising through multiple measures, which may include student feedback, advisor feedback, advisor evaluations and retention data. Assessment results are used to inform continuous improvement of advising practices and resources.

Pg. 120, Academic Policies, Grading Policy

*Under **Grading Policy,** add the following rows after the row for Z grade:*

CR***	Credit	Not Computed	
IP***	In Progress	Not Computed	
NC***	No Credit	Not Computed	

*Under **Grading Policy,** under the note about the Incomplete Grade Policy, add:*

***Applies to Dissertation and Applied Doctoral Project Grades.

Pg. 121, Academic Policies

*Under **Repeating Courses,** delete the existing content and add:*

A course in which a final grade of "C" or less has been earned may be repeated for grade average purposes or to satisfy program requirements. Only the higher grade is used in calculating the cumulative grade point average at Keiser University. The Campus Dean or Registrar, and in some cases the faculty advisor, will determine when a course is offered and arrange the schedule to accommodate the course retake. Each campus dean, along with the campus registrar department, is responsible for determining a student's eligibility to repeat a course and for notifying the financial aid department of a student who is repeating a course.

A course in which a satisfactory final grade (e.g., "A" or "B") has been earned may not be repeated for grade point average purposes. Courses may not be repeated for grade average purposes after graduation. Additionally, no course may be attempted more than three times unless a program specifies different attempt limits in its program handbook.

A student who fails the first course in the academic program will generally be required to retake the same course in the next term, assuming it is available. This practice recognizes that the student should repeat the course while the material is relatively familiar and the student is in the best position to remediate the failing grade.

For students enrolled in dissertation or applied doctoral project courses, an 8-year limit from the start of the program is required for degree completion. Benchmarks and milestones are established during this phase of the program, and students will repeat the dissertation or applied doctoral project courses until university approval is granted or the academic program department implements non-performing interventions, which could result in academic dismissal from the program.

Non-performing Students

Occasionally, a student who is admitted to the Graduate School will be evaluated as "non-performing". Such classifications are applicable to any students who do not login to courses, fail to complete or submit assignments, earn successive failing grades on

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

Pg. 137, Program Offerings by the Graduate School. Daytona, Lakeland

*Under **Daytona,** add:*

	MS	*Exercise and Sport Science*	*online*

*Under **Lakeland,** add:*

	DCJ	*Doctor of Criminal Justice*	*online*

Pg. 159, Program Offerings by the Graduate School, W. Palm Beach

*Under **West Palm Beach,** add:*

	MS	*Exercise and Sport Science*	*online only*

Pg. 159, Program Offerings by the Graduate School, W. Palm Beach

*Under **West Palm Beach,** add:*

	MS	*Sport Management and Operations*	*online only*

Pg. 159, Program Offerings by the Graduate School, W. Palm Beach

*Under **West Palm Beach,** add:*

	MS	*Financial Technology*	*online only*
	MSN	*Nursing, Women's Health Nurse Practitioner*	*online only*
	MS	*Psychology (Spanish)*	*online only*