



ADDENDUM NO. 1

**TO
2023-2024
KEISER UNIVERSITY GRADUATE SCHOOL CATALOG
VOLUME 11, NO. 1, August 28, 2023**

Effective December 14, 2023

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 2023-24 Keiser University Graduate School Catalog, Volume 11, No. 1, and is effective December 14, 2023.

Contents

Pg. 16, Americans with Disabilities Act	3
Pg. 75, Required and Optional Fees, MS Clinical Nutrition-Coordinated Program	3
Pg. 92, Privacy of Student Records	4
Pg. 185, Program Descriptions, Master of Science in Clinical Nutrition – Coordinated Program	6
Pg. 541, Course Descriptions, MS Golf Teaching and Learning	6

Pg. 16, Americans with Disabilities Act

Change the last paragraph of the section to read:

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

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Pg. 75, Required and Optional Fees, MS Clinical Nutrition-Coordinated Program

Add the following:

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	Temporary FL permit fee (only if requesting a permit - optional) \$50.00
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	<p>\$60.00 annually</p> <p>EHR GO software - \$120 for one-year subscription (required in month 9 of the program)</p> <p>RDN credentialing exam fee \$200.00</p> <p>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</p> <p>Note: Some supervised practice sites may require additional drug testing, vaccinations, titers, and background checks.</p>	
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Pg. 92, Privacy of Student Records

Delete the section titled **Privacy of Student Records** and replace it with a section titled **Student Records** and add the following:

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.

[Pg. 185, Program Descriptions, Master of Science in Clinical Nutrition – Coordinated Program](#)

*Under **Graduate Level Courses (36 credits)**, delete the existing content and add:*

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
EDU 510	Affirming Diversity	3.0 credit hours
RSM 602	Research Design	3.0 credit hours
HUN 628	Dietetic Management and Administration	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

[Pg. 541, Course Descriptions, MS Golf Teaching and Learning](#)

Delete the course descriptions for the following courses and replace with the new course descriptions below:

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)