



2025-2026

# Keystone College

Graduate Catalog

# Keystone College



## 2025-2026 Graduate Catalog

**One College Green**

**P.O. Box 50**

**La Plume, PA 18440-0200**

**(570) 945-8000**

**1-800-824-2764**

**[admissions@keystone.edu](mailto:admissions@keystone.edu)**

**[www.keystone.edu](http://www.keystone.edu)**

For the most up-to-date information about Keystone College, please visit our web site at [www.keystone.edu](http://www.keystone.edu).

### **Equal Opportunity Policy**

Keystone College is committed to providing equal education and employment opportunities for all qualified persons without regard to race, color, national origin, sex, age, religion, ancestry, sexual orientation, disability, or any legally protected classification.

Inquiries may be directed to:

Keystone College  
Director of Admissions  
One College Green  
P.O. Box 50  
La Plume, PA 18440-0200  
(570) 945-8000 or 1-800-824-2764  
[admissions@keystone.edu](mailto:admissions@keystone.edu)

### **Keystone College Anti-Discrimination and Harassment Policy**

Keystone College is a leading, comprehensive, student-centered college educating students in the liberal arts and sciences tradition. The College does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, sex, sexual orientation or age. This policy is consistent with Title IX of the Education Amendments of 1972. For the full policy, please visit [www.keystone.edu/title-ix](http://www.keystone.edu/title-ix).

### **Right to Revise**

The provisions of this catalog are not to be construed as an irrevocable contract between the students and the College. This catalog attempts to present information about the College's graduate programs for the 2025-2026 academic year as accurately and completely as possible. However, for educational or financial reasons, the College reserves the right to change at any time any of the provisions, statements, policies, curricula, procedures, regulations, or fees found in this catalog. Such changes will be duly published in the online catalog as they are made and will be included in the next print version of the catalog. Students, faculty, and staff of the College are responsible for all information and deadlines contained in this catalog. Should changes become necessary, they will be communicated at [www.keystone.edu/registrar/catalog](http://www.keystone.edu/registrar/catalog) and will become part of this document which is the official Keystone College catalog. Policies and content contained in this catalog are reviewed annually and updated as needed.

August 2025

**Keystone  
College**

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## **General Information**

### **Mission of the College**

Keystone College opens doors to rewarding careers in a student-centered environment, that teaches students to think, communicate, create, and problem-solve effectively within a diverse, ever-changing world.

### **Vision of the College**

Keystone College strives to transform lives and the region by inspiring and empowering students to live in a diverse community where responsibility, integrity, mutual respect, and life-long learning flourish.

### **Electronic Communication**

Email is considered an official form of Keystone College-related communication specifically regarding a student's financial aid communication, to include but not limited to missing information requests, financial aid packages, award letters, and any other communication. Students should check email daily in order to stay current with Keystone College-related communications. It is the student's responsibility to recognize certain communications may be time critical. Students interested in opting out of email communication should contact Student Central. Failure to check for messages and failure to receive messages due to full mailboxes, spam filtering, or auto-forwarded email are not valid excuses for missing official Keystone College communications. Students must use their Keystone College issued email account for all communications with any Keystone College personnel. Use of an email account that is not the official Keystone College email account for college communications is prohibited.

### **Electronic Delivery of Official Keystone College Communications and Records**

The ESIGN Act, 15 U.S.C. Section 7001 et seq., requires Keystone College to provide students with certain information about how electronic records are provided and to obtain student consent to provide certain records in electronic form. To enroll, apply for, or receive information about financial aid, obtain or authorize release of information from student records, and conduct other business with Keystone College, students must indicate consent to sign agreements electronically and receive records from Keystone College in electronic form. A student's consent to the electronic delivery of official Keystone College communications and records is collected in the online application.

Students may withdraw consent to electronic delivery, retention, and execution of records by sending a fax or a letter to Student Central, including the statement "I withdraw my consent to electronic delivery, retention, and execution of records." Any withdrawal of consent shall have prospective effect only, and shall not affect the legal effectiveness, validity or enforceability of consents, agreements, notices, disclosures, or other records provided or made available prior to the withdrawal of consent.

## **Accreditation and Authorizations**

Keystone College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) [www.msche.org](http://www.msche.org). Keystone College's current accreditation status is Non-Compliance Show Cause. The Commission's most recent action on the institution's accreditation status, taken on February 27, 2025, was to issue show cause.

MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

The Commission makes available the opportunity to submit third party comments regarding an

institution's compliance with its standards for accreditation, policies and procedures, and applicable federal regulatory requirements using its Complaints and Third-Party Form found on its website at [Complaints and Third-Party Comments - Middle States Commission on Higher Education \(www.msche.org\)](http://www.msche.org).

Keystone College is authorized to grant degrees by the Commonwealth of Pennsylvania. Information regarding the Pennsylvania Department of Education's (PDE) complaint procedure for postsecondary institutions is available on the PDE website [College and Career Education \(pa.gov\)](http://pa.gov).

Keystone College is also approved for veterans' benefits.

The Department of Business, Management, and Technology at Keystone College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), 11960 Quivira Rd, Suite 300, Overland Park, KS 66213 USA ([www.iacbe.org](http://www.iacbe.org)).

## **Admission to Keystone College**

Keystone College accepts applicants for graduate programs year-round, depending on the start date of each program.

### **Application Procedures**

Applications must be received no later than one month prior to the start of the intended term. Admission to Keystone College's graduate programs is based on prior academic performance and the ability of the candidate to profit from and contribute to the academic and interpersonal life of the College.

Keystone College will consider applicants who meet the following criteria: completion of a baccalaureate degree with a cumulative grade point average of 3.00 or higher from a regionally accredited institution, with official transcripts from all schools attended; satisfactory scores on the GRE exams depending on the program of choice; and a current resume or curriculum vitae. For additional program specific criteria, please refer to each program listed in this Catalog. All application materials should be sent directly to the Office of Admissions, PO Box 50, One College Green, La Plume, Pa., 18440 or filed online.

For international students the following is required:

- Transcripts (English translation is required) with proof of degree conferred.
- Financial Statement (ISFS) with affidavit of financial support to pay.
- TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) Scores. An 80 TOEFL score is required. A 6.5 IELTS score is required.

### **Matriculated Student**

A matriculated student is one who has satisfied all admission requirements for a degree program and is taking courses leading to a degree.

### **Provisional Acceptance**

Graduate students may be accepted provisionally. If accepted provisionally, students must earn a "B" or better in each of their first two courses to be fully accepted and remain in the program. Any additional requirements for full acceptance will be communicated to the student in writing and must be met by the date provided.

### **Transfer of Courses**

Graduate students may transfer no more than nine (9) credits toward their degree program. To be

accepted for transfer credit, the course must have been taken at a regionally accredited institution no more than seven years prior to enrolling at Keystone College. Only courses taken at the graduate level in which the student has earned a “B” or higher and apply to the student’s program will be considered for transfer. Grades of “P” or “S” do not qualify for transfer credit unless they are practicum courses. The credits earned will be accepted to fulfill the program requirements but will not be calculated into the grade point average. Students may only transfer courses to the program prior to their initial acceptance and enrollment in the program.

### **Prior Learning Assessment**

Prior Learning Assessment (PLA) is an assessment of previous work, training, and/or life experiences that allows students the opportunity to earn credit toward degree completion by demonstrating relevant college-level knowledge. Students who wish to have their prior experiences evaluated for college credit will work with a student success coach and career services representative to compile an ePortfolio containing documentation of the prior learning aligned with specific course learning outcomes. Once compiled, the documentation will be reviewed by an assigned faculty member to determine if course credit can be granted. Credits earned through PLA count as transfer credits and may be difficult to transfer to other institutions. For more information, please contact [success@keystone.edu](mailto:success@keystone.edu). Please consult the Fee section of the Catalog for current fee amounts.

### **Readmission**

Students who have “stopped out” for one full semester, excluding summer sessions, must contact the Office of Retention and Student Success to be readmitted to the College. This includes students returning after attending another college subsequent to their prior attendance at Keystone. All students who desire to be readmitted must be in good academic, social, and financial standing with the College. Students readmitted to the College will follow the graduation requirements of the Catalog year in which they return. Please visit [www.keystone.edu/readmission](http://www.keystone.edu/readmission), for the most up to date readmission requirements.

### **Visiting/Non-Matriculating Students**

Visiting students may enroll in up to nine (9) credits of graduate coursework prior to making formal application to the College. Documentation of successful completion of a bachelor’s degree is required at the time of registration. Students who have not yet completed their bachelor’s degree should see additional criteria found in the Advanced Standing section of this Catalog.

## **Financial Information**

*The Trustees of the College reserve the right to change fees whenever such an action is deemed advisable. Every effort will be made to notify students well in advance of any major changes in cost.*

### **Tuition and Fees**

#### **\$650 per credit**

Graduate students will be charged the per-credit tuition rate of \$650 per credit.

Keystone College strives to keep the cost of attending college as affordable as possible. Tuition and fees are determined annually by the College’s Board of Trustees and are published on the College’s website at [www.keystone.edu/admissions/tuition-aid/tuition-and-fees/](http://www.keystone.edu/admissions/tuition-aid/tuition-and-fees/).

Specific course fees will be assessed individually by course as specified in the Course Description section of this Catalog.

#### **Graduation Fee**

The \$200 fee helps to defray the cost of evaluating the student’s academic record to determine eligibility for graduation, purchasing the student’s graduation cap and gown, ordering the student’s diploma, and



providing the commencement program. Students who graduate in absentia will receive their diplomas in the mail and may request that their caps and gowns be mailed. There is no reduction in the fee for graduates who do not attend commencement.

## **Eligibility for Financial Aid**

Keystone College's general eligibility requirements indicate that students must:

- demonstrate financial need (for most programs);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain Satisfactory Academic Progress;
- sign the Free Application for Federal Student Aid (FAFSA) stating that he/she is not in default on a federal student loan and does not owe money on a federal student grant, will use federal student aid for only educational purposes and has not been convicted of an illegal drug offense.
- demonstrate his/her qualification to obtain a college or career school education by having a high school diploma or a recognized equivalent such as a General Education Development (GED) certificate or completing a high school education in a homeschool setting approved under state law (or if state law does not require a homeschooled student to obtain a completion credential, completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law).

## **Federal Direct Unsubsidized Loans**

The Federal Direct Unsubsidized Loan program allows students to borrow low-cost fixed interest rate educational loans from the federal government. To be eligible for a Direct Unsubsidized Loan, students must be enrolled in at least three (3) graduate credits (half-time enrollment). Repayment is necessary and begins six months after students leave school or fall below half-time enrollment. This loan is not need based and interest begins accruing from the date of first disbursement. One can choose to pay the interest while in school, or can allow it to accrue, capitalized, and begin repayment after the grace period.

### **Interest Rates and Origination Fees for Graduate Unsubsidized Loans**

Interest rates and origination fees change annually, and students should visit [studentaid.gov](https://studentaid.gov) for current information.

### **Master Promissory Note (MPN)**

First-time Keystone College borrowers of Federal Loans must sign a Master Promissory Note (MPN). The MPN is an agreement to pay back the loan to the federal government, with interest, according to the terms of the program. One must complete and sign the MPN at [studentaid.gov](https://studentaid.gov).

### **Annual and Aggregate Limits**

Federal regulations limit the amount of Direct Unsubsidized Loans one can borrow each academic year and over your entire student career or lifetime. Please note that other financial aid resources and cost of attendance restrictions may prevent you from borrowing up to the annual limit in any given year or period of enrollment.

### **Annual Limits for Direct Graduate Loans**

Unsubsidized Stafford Loans - \$20,500

Graduate PLUS Loan - Cost of Attendance (COA) minus any other financial aid.



Aggregate Limits for Graduate Unsubsidized Loans - \$138,500\*

\*This amount is inclusive of all undergraduate subsidized and unsubsidized direct loans.

### **Federal Direct Graduate PLUS Loan**

Graduate students are eligible to borrow under the Federal Direct Graduate PLUS Loan program, pending consumer credit approval by the U.S. Department of Education. Students in professional/graduate degree program must be enrolled in at least 3 credits. The maximum amount that can be borrowed is the Cost of Attendance (COA) minus any other financial aid.

The Federal Direct Graduate PLUS Loan borrower will be charged interest from the time the loan is disbursed until it is paid in full. Repayment begins six months after falling below half-time enrollment.

### **Interest Rates and Origination Fees for Graduate PLUS Loans**

Interest rates and origination fees change annually, and students should visit [studentaid.gov](https://studentaid.gov) for current information.

### **Credit Approval**

If the student does not obtain consumer credit approval, they may still receive a loan if someone (such as a relative or friend who is able to pass the credit check) agrees to endorse the loan. The endorser promises to repay the loan if the student fails to do so. To endorse the loan, the endorser must complete all requirements set forth by the U.S. Department of Education. The student may also still receive a loan if he or she can demonstrate extenuating circumstances. For more information, please contact Student Central.

### **Entrance/Exit Interview Requirement for Direct Loans**

The Higher Education Amendments of 1986 stipulates that schools must conduct entrance and exit interviews for all students borrowing from federal loan programs.

Entrance interviews are conducted prior to the certification and crediting of the student's first loan. These interviews are intended to give new student loan borrowers pertinent information about the terms and conditions of the loan, the borrower's responsibilities, and the importance of meeting repayment obligations. During entrance interview counseling, students will also receive sample repayment tables that can be used to estimate monthly payments and information on when loan repayment begins.

To satisfy the entrance interview requirement, a borrower must complete this requirement online at [studentaid.gov/entrance-counseling](https://studentaid.gov/entrance-counseling). Be sure to select Keystone College from the list of participating schools. Read and complete all required information.

Prior to graduation or upon withdrawal from the College, all federal loan borrowers must complete an exit interview. Exit interviews are designed to prepare the student loan borrower for repayment. During the interview, the borrower will receive information on repayment options, consequences of default, deferments, loan consolidation, and communication with the lender and/or loan servicer.

Exit loan counseling sessions are conducted each semester. Student Central receives a list each semester of those students eligible for graduation, which is used to contact each student to coordinate a counseling session. Those students who withdraw will also have the opportunity to meet with Student Central regarding exit loan counseling.

## **Financing Your Education at Keystone College**

Keystone College provides several options to assist in covering the cost of education. The financial aid package developed may not cover the entire cost of attending. Keystone College offers several options for payment. Financial aid is not required for attendance.

### **Payment Plans**

Keystone College offers monthly, no interest payment plans to currently enrolled students. Payment plans are established with Student Central prior to the beginning of each semester. The plans provide opportunities for students to make monthly payments for the charges for each semester. Each plan will be structured so that the semester balance is paid in full by the end of the semester. Students taking advantage of this process should complete one payment plan for each semester of enrollment. Plans do not automatically renew. Total payments cannot exceed total yearly charges less any financial aid. Additionally, payment plans must be current to be eligible to register for an upcoming term or semester. For more information, or to set up a payment plan, please contact Student Central at (570) 945-8300 or [studentcentral@keystone.edu](mailto:studentcentral@keystone.edu).

### **Alternative Loan Programs**

Many programs are available through lending institutions to families in need of additional funding for education. These alternative sources may be a line of credit to cover educational costs for four years, a supplemental loan processed on a yearly basis, or a home equity loan. In most cases, eligibility for supplemental loan programs is based on the personal credit history and financial circumstances of the student. Usually, a debt-income analysis is performed to determine the applicant's ability to repay the loan. Some applicants may find they need an endorser to gain approval for a supplemental loan. For additional information on these programs, contact Student Central, email [ElmResources@elmselect.com](mailto:ElmResources@elmselect.com), or visit [www.elmselect.com](http://www.elmselect.com).

### **Military/Veterans Funding**

These types of funding can help with the cost of a student furthering their education and skills through benefits to pay for tuition, housing, training, and other expenses related to your education. The following websites are resources for military students: [www.keystone.edu/veterans](http://www.keystone.edu/veterans) or [explore.va.gov/education-training](http://explore.va.gov/education-training).

### **Veterans Education Benefits**

For any covered individual (any individual who is entitled to educational assistance under chapter 31 or chapter 33), Keystone College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Students who are eligible for Veterans Education Benefits must provide to the Veterans Certifying School Official a copy of their Certificate of Eligibility and, if the student is a veteran, a copy of their DD 214 Member 4 copy. Documentation can be submitted to the Veterans Certifying School Official in the Office of Retention and Student Success or via email to [success@keystone.edu](mailto:success@keystone.edu). Covered individuals, as defined above, may participate in the course of education during the period beginning on the date the appropriate documentation is provided to the Veterans Certifying School Official until the date on which payment from VA is made to the College or 90 days after the date tuition and fees are certified with the VA, whichever is earlier.

Covered individuals are responsible for full payment of any charges not covered by their Veterans Educational Benefits. Students using Veterans Educational Benefits for which all or part are paid

directly to the student are responsible for full payment of any charges not paid directly to the College. Any student using Veterans Educational Benefits may consult the Certifying School Official with questions regarding utilization of loans to pay for educational expenses.

### **Donor-Supported Scholarships**

Endowed and annual scholarships are funds that benefactors provide to Keystone College to award to students in accordance with the criteria established for each scholarship. Student Central awards most of these scholarships during the preparation of the financial aid package; however, some do require a separate application process. All students who receive one of these awards are asked to respond to the benefactors through the Office of Institutional Advancement and receive instructions to complete the process.

## **Withdrawals, Refunds, and Credits**

### **Withdrawal from the College - Student Initiated**

Students may officially withdraw from the College by submitting the Withdrawal from College form to the Registrar's Office. The form can be found online at [www.keystone.edu/registrar](http://www.keystone.edu/registrar). The date that the form is received by the Registrar's Office is the official withdrawal date. Backdating of withdrawal dates is not permissible. Students who withdraw from the College should refer to the Refund Policy below for financial information and to the Course Drop/Withdrawal Policy for academic information regarding the decision to withdraw.

### **Withdrawal from the College - College Initiated**

A graduate student may be administratively withdrawn from the College for a variety of reasons including, but not limited to, code of conduct violations, financial issues, violations of policy and procedures, attendance policies, and academic sanctions. A student who is withdrawn from the College for any of these reasons is not entitled to any financial refund, regardless of the timing of the withdrawal.

### **Withdrawal from the College for Military Service**

Students who are called to active military service during any semester or term should immediately contact the Veterans Affairs Certifying Official located in the Office of Retention and Student Success or via email to [success@keystone.edu](mailto:success@keystone.edu). At that time, the Certifying Official will ask for a copy of military orders, discuss all options with the student and an appropriate course of action will be determined.

## **Refund Policy**

If a student completes the official withdrawal process before the first day of classes for the payment period (i.e., semester, term, etc.), Keystone College will refund 100% of all tuition and fees. Keystone College will return all respective Title IV awarded monies, in full, to the appropriate program accounts. If a student withdraws from the College on or after the first day of classes, Keystone College will refund a percentage of tuition based on the official withdrawal date as outlined below. The charges retained on the student's account are in accordance with the return of Title IV Refunds Policy, as directed by federal regulations.

### **Tuition Refund Schedule**

<b>Segment of Semester</b>	<b>Refund</b>
Withdrawal prior to the start date	100% of all tuition and fees
Withdrawal through week one	75%
Withdrawal through week two	50%
Withdrawal beyond week two	No refund

### **Refunds Inclusive of Title IV Financial Aid**

A student who withdraws on or before the 60% point of time in the period of enrollment or within a module, for which the student has been charged, is only eligible to receive the amount of Title IV

Federal Aid earned during his or her actual enrollment. Keystone College must, per federal regulations, calculate a refund of Title IV Federal Aid to be returned to the Federal Department of Education under the federal refund calculation. Refunds of tuition and board, if applicable, for students as a result of an official withdrawal will be made according to the appropriate tuition refund schedule. Refunds of aid may result in a balance owed to the College.

If a semester of enrollment includes two modules (A & B) and a withdrawal occurs during module A and continued attendance is planned for module B, then the student must notify Student Central, in writing of their plan for continued enrollment in module B. The preferred method of contact in such a situation is via a student's Keystone College issued email account. An unofficial withdrawal will be calculated at a maximum refund of 50%.

Any student who stops attending without completing the official process is considered to have unofficially withdrawn from the College.

The date used to calculate the refund of aid and tuition charges is the official withdrawal date as determined by Keystone College. Backdating withdrawal dates is not permissible.

#### **Partial Withdrawal/Status Change (Withdrawal from currently enrolled credits/ courses while remaining enrolled in others)**

After the last day to drop classes without notation from a term:

- No reduction in charges is granted to a student who withdraws from one or more courses but remains registered in at least one course; and
- No status adjustment is made from full-time to part-time regarding charges and financial aid.

#### **Complete and Partial Withdrawal/Status Change**

The Title IV portion of the refund will be distributed to the Title IV programs, up to the full amount received from each program for the enrollment period in question. Title IV funds are returned to the appropriate accounts in the following order:

1. Direct Unsubsidized Loan
2. Direct Plus Loan
3. Other Title IV Programs as applicable

Written examples of the applications of these refund policies are available, upon request, from Student Central.

### **Satisfactory Academic Progress (Financial Aid)**

#### **Satisfactory Academic Progress Requirements**

Federal regulations require that educational institutions measure students' progress toward a declared educational objective, both quantitatively and qualitatively. In accordance with these requirements, Keystone College has established the following standards to measure a student's academic progress for financial aid. These standards will be applied uniformly to all students when determining their eligibility for Federal and/or Keystone College funding regardless of whether the student previously received these funds. Should a student fail to meet any of these requirements they are deemed ineligible to receive Federal and/or Keystone College funding until the deficiency is resolved by the student.

#### **Satisfactory Progress for Financial Aid (SAP)**

Satisfactory Academic Progress is defined as a measure of both qualitative and quantitative levels of a student's grade performance. Students who have not met the requirements are not eligible for federal and/or Keystone College funding until the credit deficiency is resolved. For the qualitative measurement a student must meet the following minimum cumulative grade point average (CGPA) requirements: For

all credits attempted: CGPA of 3.0 with a completion rate of 3/4 (75.000%). \*

\*All graduate transfer students will be treated as new students for the purpose of this policy. For the quantitative measurement a student must demonstrate they are progressing towards completion of their program within a defined time frame. To meet this, a student must complete no less than 3/4 of the credits attempted. This calculation is cumulative and is based on all credits attempted and earned. Credits transferred into Keystone College are considered as attempted and earned for this purpose.

### **Maximum Semesters of Aid Eligibility**

Students may not exceed 1.5 times the allotted number of credits required for the conferral of a degree. Example: 30 graduate credits required for the degree program  $\times 1.5 = 45$ . In this example, no federal aid may be used to earn this degree after 45 credits have been attempted.

### **Procedure for Checking Satisfactory Academic Progress for Financial Aid**

At the end of each semester, aid recipients are reviewed to determine if they have met the minimum credit requirements as well as earned the appropriate CGPA. If they have not, a letter is sent to each student informing him or her that s/he is on financial aid warning and is eligible for continued Federal funding throughout the following constitutive term. If the student again does not make progress, s/he is NOT eligible for Federal funding. Should satisfactory academic progress not be met after a semester of warning, the student may appeal to the Director of Financial Aid via email at [financialaid@keystone.edu](mailto:financialaid@keystone.edu). If the appeal is approved, the student will be presented with an academic plan. If s/he has satisfied the requirements of the academic plan, s/he is considered to be making progress, and the progress is then checked per semester moving forward.

### **Students Applying for Re-admittance to Keystone College**

Any student looking to be readmitted to Keystone College will have his/her SAP reviewed. If, at that time, the student shows a deficiency in either requirement from previous semesters at Keystone College, the student will be deemed ineligible for Federal funding until the progress requirements are met. If deemed ineligible for financial aid, the student will be held to the SAP standards of the policy.

### **Incomplete Work and Withdrawals**

Any course for which a grade of "I," "IP," "W," or "WF" is recorded is used to calculate academic progress under the SAP policy. In addition, withdrawing from a course or courses may affect a student's academic progress if the withdrawal causes a student to fall short of the minimum credits required for that term's academic progress requirement. Since financial aid may have been previously awarded for the course(s) dropped, students may need to earn the credits at their own expense in order to make academic progress and remain eligible for financial aid assistance.

### **Repeated Courses regarding Financial Aid**

Qualitative Standard: If a course is taken for a second time, the most recent grade will be figured into the student's CGPA.

Quantitative Standard: In determining eligibility for financial aid, each credit attempted is included in calculating total hours attempted.

### **Re-Establishing Eligibility for Financial Aid**

Credit Deficiency (quantitative):

Students may resolve a credit deficiency by attending Keystone College without utilizing aid, by taking credits at another regionally accredited institution as long as they will be accepted by Keystone College and used toward the student's degree objective.

Once a student has resolved the credit deficiency, it is the student's responsibility to notify Student Central and request that aid be reinstated.

#### Cumulative Grade Point Average Deficiency (qualitative):

Students may make up a CGPA deficiency by attending Keystone College without utilizing aid. For a CGPA deficiency to be made up, classes must be taken at Keystone College. Classes taken at other institutions have bearing only on credit deficiencies and will not affect the CGPA deficiencies. Only credits transfer in – not the grade(s) earned. Once a student has reached the required CGPA, it is the student's responsibility to notify Student Central and request that aid be reinstated. In both situations Student Central will verify that the deficiency has been made up and award aid if appropriate. If Student Central's findings are inconsistent with the student's, the student will be contacted and the results explained.

#### **Financial Aid Appeals**

Any student who has failed to meet the SAP academic progress policy requirements due to extenuating circumstances may appeal against the termination of their financial aid. Appeals must be made in writing to the Director of Financial Aid via email at [financialaid@keystone.edu](mailto:financialaid@keystone.edu). The appeal must include the following:

1. Why the student failed to make academic progress.
2. What has changed that will allow the student to make progress.
3. Any/all supporting documentation must be submitted with the letter of appeal.

All appeals must be submitted no more than 14 days before the start of the next semester. Appeals may be granted upon one of two conditions:

1. The Director of Financial Aid has determined that the student will be able to make up their progress by the next evaluation period.
2. The Director of Financial Aid (in conjunction with the Registrar) has developed an academic plan that will ensure progress is met within a specified time frame and the student agrees to the conditions of the plan.

All such appeals will be reviewed on an individual basis and will take into consideration special circumstances and improved academic performance. A student may only be on financial aid warning for one semester unless there is an academic plan in place which specifies a later time frame. By federal regulations the Director of Financial Aid may not place a student on financial aid warning for consecutive semesters without an academic plan.

Students may appeal for financial aid only ONE time. If a student can show documented proof of cause, an appeal may be made amended; a letter of appeal and supporting evidence will be necessary for an appeal amendment. Students will be notified via their Keystone College email of the decision no less than 7 days after a decision is made.

#### **Student Central**

Student Central is responsible for billing and collection of all tuition and fees. They assist students with payment options and questions regarding student accounts.

Further information regarding student accounts may be obtained by contacting Student Central at (570) 945 8300 or 1-800-824-2764, option 3; through the mail at: Student Central, Keystone College, One College Green, PO Box 50, La Plume, PA 18440 1099; or via email at [studentcentral@keystone.edu](mailto:studentcentral@keystone.edu).

#### **Student Account Information**

Any outstanding balance which remains on a student's account after deduction of financial aid, grants, scholarships, and loans should be paid in accordance with the billing instructions. Failure to pay outstanding balances will result in a Student Central hold being placed on the student's account.

A specific due date is publicized on billing statements. On demand billing is accessible for students through [MyKC](#) or by emailing Student Central at [studentcentral@keystone.edu](mailto:studentcentral@keystone.edu). In addition, for all balances not paid in full when due, the student is responsible for all costs incurred by the College to collect such debt. This may include, but is not limited to, collection costs, litigation/attorney fees, and court costs. Students who are unable to pay in full by the stipulated time may contact Student Central prior to the bill's due date to review the College's payment plan options.

Payment of the term bill may be made online, in person or by mail. Checks or money orders should be made payable to Keystone College. The College also accepts VISA, MasterCard, Discover, and American Express credit cards. Credit card payments can be made through [MyKC](#) or at Student Central, on the main floor of Ward Hall.

Cash should not be sent through the mail. Students wishing to wire transfer their payment to the College should email [accountingservices@keystone.edu](mailto:accountingservices@keystone.edu). A charge of \$15 for each wire transfer will be reflected on the student's account as a bank charge.

Questions relating to any charge appearing on a billing statement should be brought to the attention of Student Central within ten days of receipt of the billing statement.

The full payment of each term's bill is a prerequisite for registration in a new semester, for retention of on campus housing, for participation in commencement exercises, and for issuance of grade reports.

### **Financial Clearance**

Financial clearance is obtained by students through Student Central when their student accounts are considered to be in good financial standing. Financial clearance is needed to register for courses, participate in commencement, and receive a diploma.

The College reserves the right to terminate the registration of a student who has an outstanding financial obligation to the College. The College reserves the right to hold diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. Holds are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the College. The College does not guarantee that previous course selections will be available upon reinstatement.

The privileges of registration, advance registration, and receipt of a diploma, are not permitted to students having outstanding obligations to the College. Obligations may take the form of unpaid monies, unreturned or damaged library books and equipment, parking fines, other charges for which a student may become legally indebted to the College, and failure to meet immunization requirements or to comply with disciplinary sanctions or administrative actions.

## **Athletics**

### **Intercollegiate Athletics**

The program of intercollegiate athletics functions as an integral part of the total education process at Keystone College. In keeping with this, policies that guide the operation of the athletic program have been designed to complement the educational objectives of Keystone College.

Keystone College is a member of the NCAA at the Division III level and is also a member of the United East Conference.

Keystone's intercollegiate teams compete with other four-year institutions of comparable strength in men's and women's basketball, men's and women's soccer, baseball, softball, field hockey, football,



women's volleyball, men's and women's cross country, men's and women's indoor and outdoor track, wrestling, women's flag football and club cheerleading.

### **Eligibility for Athletics**

To be eligible for practice and/or competition, student-athletes must be enrolled full-time and carry a minimum of 9 credit hours per semester, if a student-athlete drops below 9 credits, he/she becomes immediately ineligible for practice and/or competition. A student-athlete must be in good academic standing and show satisfactory progress toward a degree in accordance with the athletic eligibility standards at Keystone College to be eligible to participate in intercollegiate athletics.

1. Good Academic Standing: Cumulative GPA must be 3.0 or above.
2. Satisfactory Progress: Pass six credits for each full-time semester enrolled.

## **Academic Affairs: Information and Regulations**

### **Definition of Credit Hour**

In accordance with federal policy, Keystone College defines one (1) credit hour as an amount of work represented in the achievement of the intended learning outcomes and verified by evidence of student achievement that reasonably approximates

1. One hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 14 weeks for one semester, or the equivalent. Courses with fewer than the required hours of direct faculty instruction must include alternate instructional hours to make them equivalent to the number of hours required. A traditional 3-credit course requires 42 hours of instructional time.
2. At least an equivalent amount of work as required in paragraph (1) for other academic activities as established by the institution, including laboratory work, internships, field observations, studio work, and other academic work leading to the award of credit hours. Laboratories, internships, field observations, and other alternate educational activities vary by program in terms of the number of hours required, but in general are 2-3 hours/week per credit. Additionally, alternate academic work leading to the award of credit hours are assigned at the same level of rigor as the course for which the credit is granted.

For courses with non-traditional formats, e.g. accelerated, Weekend, online or hybrid, students are required to spend the equivalent amount of total time per credit hour as spent in traditional courses. However, the mix of time spent on direct instruction and time spent on assignments and other work, per week, will vary.

The faculty of Keystone College agree that these activities are the equivalent of face-to-face classroom experiences and may be used in part to meet the minimum classroom seat time requirements for courses offered at Keystone College:

1. Field trips
2. Discussion boards
3. Movies or participation at events of educational value within the course or discipline that will be used in follow-up classes and assessed accordingly
4. Service Learning - with reflection activities
5. Directed and/or mentored library or other primary research (not homework)
6. Experiential learning activities-with reflection
7. Portfolio development work - independent work with assessment, again not homework
8. Interviews related to the course content or discipline
9. Shadowing - with reflection
10. Field work
11. Group work/collaborative course work that is substantial and not simply homework such as preparation of presentations, or other material

12. Online group work and/or Wikis, presentations and critiques and other active learning facilitated by electronic and/or social media.

**Credit Load (Part-Time/Full-Time Status)**

For graduate students, a course load of at least three (3) credits is considered part-time. Ordinarily, part-time graduate students carry three or six credits per semester. A course load of nine (9) or more graduate credits per academic semester is considered full-time. Graduate students can take a maximum course load of twelve (12) credits per semester. Program Director permission is required for a graduate student to take more than twelve (12) credits a semester.

**Attendance**

Students are expected to attend and participate in all classes for which they are registered and are responsible for absences. A student's class syllabus, published by the faculty, may establish attendance policies and certain criteria for engaged participation.

**Graduation**

To earn a graduate degree, students must have completed all program requirements with an overall GPA of 3.00 or higher and have earned no more than one grade of "C". No grade below "C" is acceptable for credit toward the degree. All candidates for graduation (students entering their final semester of coursework) are required to register for GRAD 5110 when they register for their final semester of coursework.

**Commencement Ceremony**

Keystone College conducts one Commencement ceremony for all students completing their degree requirements that academic year. Students who complete their degree requirements after the Commencement ceremony are invited to attend the next year's ceremony. Attendance at the Commencement ceremony is strongly encouraged. Students who are unable to attend the ceremony will have their diploma mailed to them.

**Academic Standing**

Students are in good academic standing if a cumulative grade point average of 3.00 is earned.

**Quality of Work**

Graduate students are expected to maintain a 3.00 cumulative grade point average (GPA). Any graduate student who fails a course (less than C) must repeat the course. Students who earn an "F" in a course are placed on automatic probation.

**Time Limits/Continuous Enrollment**

Students are expected to complete degree requirements within 6 years from initial matriculation. Graduate students are expected to maintain continuous enrollment throughout the academic year or calendar year for specific programs. Students who do not enroll for more than one calendar year from their last date of attendance and who are readmitted to the program must comply with the degree requirements in place at the time of readmission.

**Repeats**

A student may repeat a course for which a grade of "C" or lower is earned. Each course may only be repeated once. The most recent grade counts in the calculation of the GPA, even if the first attempt was higher. Students must repeat the necessary course(s) at Keystone College.

**Graduate Grading Policy**

<u>Grade</u>	<u>Quality Points</u>	<u>Numerical Value</u>
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	84-86
B-	2.67	80-83

<u>Grade</u>	<u>Quality Points</u>	<u>Numerical Value</u>
C+	2.33	77-79
C	2.00	74-76
F	0.00	<74

**Grade Point Average (GPA)****Term Grade Point Average (Semester GPA)**

The term grade point average is calculated by dividing the number of quality points earned during the term by the number of credits attempted during the term. Only courses for which letter grades of "A," "A-," "B+," "B," "B-," "C+," "C," or "F" have been earned are included. For a repeated course, only the most recent grade is used. Grades earned at other institutions are not included.

**Cumulative Grade Point Average (Cumulative GPA)**

The cumulative grade point average is calculated by dividing the number of quality points earned in all courses taken while at Keystone by the number of credits attempted for all courses taken while at Keystone. Only courses for which letter grades of "A," "A-," "B+," "B," "B-," "C+," "C," or "F" have been earned are included. For a repeated course, only the most recent grade is used. Grades earned at other institutions are not included.

**Other Grades****I (Incomplete)**

This grade indicates that the student has not completed the course requirements at the time that grades were reported to the Registrar. The student must make arrangements with the instructor prior to the final exam if he/she wishes to receive a grade of incomplete. (Forms are available in the Office of the Registrar.) Instructors should agree to award a grade of incomplete only in the case of exceptional circumstances. Mere inability to submit work on time, or missing the final exam, does not constitute valid reasons for a student to be awarded a grade of "I." The deadline for the completion of the coursework is thirty (30) days from the last day of the class where the incomplete is assigned. If the course work is not completed within the specified time frame, the incomplete grade will automatically become an "F."

**IP (In Progress)**

This grade indicates that a grade was not assigned at the time grades were printed. Use of an in-progress grade indicates that a course is continuing beyond the customary term. The deadline for completion of the course is two weeks into the next semester or module. If the coursework is not completed within the specified time frame, the in-progress grade will become an "F."

**W (Withdrawn)**

This grade indicates that the student withdrew from the course after the drop/add period. The grade is not included in the calculation of the semester or cumulative GPA, but is included when considering satisfactory academic progress.

**#F (Failure due to Non-Attendance)**

This grade indicates that a student stopped attending and did not officially withdraw from the course;

thereby earning the failing grade due to poor performance. The #F is printed on the academic transcript and calculated into the GPA as an F.

### **Grade Reports**

Grade reports for classes taken are available at the conclusion of the term or semester on [MyKC](#), the College's online student portal.

### **Transcripts**

Electronic and paper transcripts are available exclusively through the online request system. Current students may submit requests through the Student Portal in [MyKC](#) while past students may submit them through the system at [www.keystone.edu/registrar/request-a-transcript](http://www.keystone.edu/registrar/request-a-transcript). Requests are usually processed within three to five days of receipt; however, the processing time may be longer during certain times of the academic year, such as registration periods, the week leading up to commencement, and College closures. A fee is charged for all transcript requests. Payment is made through the online system at the time of the request.

## **Academic Policies**

### **Advanced Standing: Undergraduate Student Enrolling in Graduate Coursework**

An undergraduate student may take a graduate level course if the student has attained senior standing (90 or more credits earned), has a CGPA of 3.5 or higher, and has the permission of the program director for the graduate level course.

An undergraduate student may take a maximum of nine (9) credits of graduate level coursework; however, that coursework may not always apply to the undergraduate degree. The graduate level coursework may apply to the graduate degree.

The undergraduate degree must be conferred before the student can matriculate into a graduate level program.

### **Academic Honesty**

Academic honesty is expected in all class-related endeavors, including online learning. Students who have questions regarding issues of academic dishonesty/misconduct should refer to the College regulations, which outline unacceptable behaviors in academic matters.

Faculty members who discover evidence of academic dishonesty/misconduct should arrange to meet with the student as soon as possible to discuss the allegation. The faculty member informs the Provost/Vice President for Academic and Student Affairs. If the student has no prior record of academic misconduct, acknowledges the act of academic dishonesty/misconduct and the faculty member is satisfied that the incident has been effectively resolved, then:

1. The faculty member will discuss with the student the College-wide policy on academic honesty, and the repercussions of this act included in the course syllabus.
2. The faculty member will forward a written summary of the incident and the resolution to the Provost/ Vice President for Academic and Student Affairs which will be kept on file until the student graduates.
3. Sanctions will range from grade reduction to expulsion from the College. If the student denies the allegation of academic dishonesty/misconduct or views the sanction as too severe, the student can appeal to the Provost/Vice President for Academic and Student Affairs.

If the faculty member believes the severity of the incident may warrant a sanction more severe than academic probation, then:

1. The faculty member will forward a written summary of the incident to the Provost/Vice President

for Academic and Student Affairs. This summary must contain copies of all evidence including the names of any witnesses. The Provost/Vice President for Academic and Student Affairs will try and resolve the issue. However, if this is not possible, the student is not in good academic standing, has had a past occurrence of academic misconduct, or the offense is so grievous the Provost/Vice President for Academic and Student Affairs will convene the Academic Grievance Committee.

### **Graduate Academic Probation Policy**

A graduate student whose cumulative grade point average falls below 3.00 will be placed on Academic Probation and referred to the Graduate Review Board (GRB) for further possible action. Written notification of this decision is sent to the student and the GRB at the end of the semester. If the GRB recommends additional consequences, it will notify the student of those additional consequences prior to the beginning of the next semester.

To be removed from Academic Probation, the graduate student must raise his/her cumulative grade point average to 3.00 or higher with the next three courses. Failure to do so may result in Academic Dismissal. Typically, no graduate student may be on probation for more than one semester.

### **Academic Dismissal**

A graduate student who receives a third grade below "B," two "C" grades, or one "F" grade in an academic semester; violates the Academic Honesty policy; or after one semester of Academic Probation does not return to good academic standing, will be referred to the GRB for review and possible dismissal. The dismissal will be for one academic year. Students who are using Veterans Benefits will be academically dismissed if any of the above conditions are met.

### **Appeal of Academic Dismissal**

Students may appeal the academic dismissal by submitting a letter to the Provost/Vice President for Academic and Student Affairs within five (5) days of being dismissed. The Provost/Vice President for Academic and Student Affairs will review the appeal and communicate his/her decision to the student within five (5) business days of receiving the request.

### **Academic Reinstatement**

Students who are academically dismissed may appeal to the Graduate Review Board for readmission after one year. The Graduate Review Board is chaired by the Provost/Vice President for Academic and Student Affairs. Members of the Board include the Program Directors for all graduate programs and the Assistant Vice President of Academic Operations.

### **Leave of Absence**

A leave of absence is an official period of time during which a matriculating student is not currently enrolled. A student may request that a leave of absence start during a semester in which a student is currently enrolled, prior to the last day to withdraw from the semester/term or may request the leave begins with next semester/term on the academic calendar. If a student starts a leave of absence during a semester, all courses on the student's transcript for that term will be assigned grades of "W" to indicate a withdrawal from those courses. The transcript will also indicate "Leave of Absence" for the term in which the grades of "W" appear.

Taking a leave of absence stops the six-year continuous enrollment time clock. Students who return after a leave of absence will start their continuous enrollment time clock from the point the student was at prior to the leave of absence. Graduation requirements in effect for students at the time their approved leave begins will remain in effect when they return under the following conditions:

1. They are in good academic and social standing at the College and have consulted with their academic advisor or program director when their leave begins.

2. Their leave is limited to one year but may be renewed for up to one additional year with the approval of the Registrar.
3. They maintain current contact information with the Registrar's Office throughout the time of the leave.
4. They understand that this policy does not bind the College to offer their curricula or major programs, which may have been discontinued or substantially altered during their leave of absence.

The Office of the Registrar, who gives formal approval of the leave, specifies the termination date by which the student must either enroll again or request an extension. A leave of absence, including extensions, is not given for more than two years. The maximum of two years allowed on leave of absence applies even when those sessions are not consecutive. Students who are seeking a leave of absence for a military deployment should provide a copy of their deployment orders to the Veterans Certifying School Official located in the Office of Retention and Student Success. Deployed students may be able to extend their leave beyond the two-year maximum.

A student who is on a leave of absence will be considered by any loan lender to be not enrolled in school and will receive notices regarding repayment on any loans. A student who does not enroll by the end of the leave of absence is considered to have voluntarily withdrawn from the College. In that case, a formal request for readmission must be submitted to the Office of Retention and Student Success.

To request a leave of absence, students complete and submit the "Leave of Absence" form to the Registrar's Office prior to the start of the semester for which the leave is requested to begin.

### **Leave of Absence – Medical**

A medical leave of absence is an official period of time during which a matriculating student is not currently enrolled to allow for time for treatment and recovery of a documented medical issue. Official documentation from the student's treating physician is required to be submitted when requesting a medical leave. The medical leave cannot be approved until proper documentation is received.

A student may request that a medical leave of absence start during a semester in which a student is currently enrolled or start with the next semester on the academic calendar. If a student starts a medical leave of absence during a semester, all courses on the student's transcript for that term will be assigned grades of "W" to indicate a withdrawal from those courses. The transcript will also indicate "Leave of Absence" for the term in which the grades of "W" appear.

A medical leave of absence may be requested for up to two years, including a semester during which a student is enrolled in courses. Taking a medical leave of absence stops the six-year continuous enrollment time clock. Students who return after a leave of absence will start their continuous enrollment time clock from the point the student was at prior to the leave of absence.

A student who is on a medical leave of absence will be considered by any loan lender to be not enrolled in school and will receive notices regarding repayment on any loans.

A student who does not enroll by the end of the medical leave of absence is considered to have voluntarily withdrawn from the College. In that case, a formal request for readmission must be submitted.

When a student is ready to return to Keystone after a medical leave of absence, they must follow the readmissions process and must also provide to the Counseling and Well-Being Center evidence that the condition which precipitated the medical leave of absence has been treated or ameliorated and will no longer adversely affect the student's ability to participate as a student at the College. Compliance with the treatment expectations is primary in the College's decision to approve the return of the student to

Keystone.

To request a medical leave of absence, students complete and submit the “Medical Leave of Absence” form to the Registrar’s Office at the time the leave is requested to begin if during a current semester, or prior to the start of the semester for which the leave is requested to begin if for a future semester.

### **College-Initiated Medical Leave Policy**

When it becomes clear that remaining at the College is not in the best interest of the student or the College community, college-initiated medical leave may be used to help transition a student to a safer environment more conducive to their needs. This policy also allows for a student to take a leave voluntarily when medical conditions or psychological distress make a leave in their best interest; its goal is to define the length of separation, outline the path to re-entry and ease the transition for the student’s return, and to optimize the opportunities for the student’s success when they return. Under certain conditions, if a student has not opted to take a leave voluntarily, the College may institute an involuntary leave under this policy. Taking a college-initiated medical leave of absence stops the six-year continuous enrollment time clock. Students who return after a leave of absence will start their continuous enrollment time clock from the point the student was at prior to the leave of absence.

### **Leave of Absence for Military Service**

Students who are called to active military service during any semester or term should immediately contact the Veterans Certifying School Official located in the Office of Retention and Student Success with a copy of their orders. At that time, the Certifying School Official will discuss all options with the student. If the military obligation will result in the inability to attend classes for the remainder of a semester or term, the Certifying School Official will assist the student with completing a Leave of Absence for Military Service, which guarantees the ability to resume studies once the active service is completed. The Certifying School Official assists with both initiating the leave and returning once service is concluded. Taking a leave of absence for military service stops the six-year continuous enrollment time clock. Students who return after a leave of absence will start their continuous enrollment time clock from the point the student was at prior to the leave of absence.

### **Grade Change**

A final grade may not be changed after submission of the grade by the instructor to the Registrar’s Office unless a clear and demonstrable mistake or miscalculation by the instructor is discovered. The submission of late or revised work by a student is not necessarily grounds for a legitimate change of grade, nor is retaking of an examination. Changes to final grades cannot be made beyond 6 weeks after the initial awarding of the grade. Requests for grade changes must be submitted to the Program Director with supporting information demonstrating that the change is warranted. If approved by the Program Director, the grade change will be forwarded to the Registrar’s Office and processed.

### **Academic Grievance**

Judgment regarding the standards of evaluation to measure a student’s academic performance and assessment are the responsibility of the faculty member and are not grievable. Only questions relating to the fair application of course policy, procedure, and standards of evaluation are grievable. A case that involves a complaint about a grade will only be considered if the student can present clear evidence that creates significant doubt about the impartiality of the grading process or shows that the faculty member didn’t comply with the written requirements of the course.

Prior to initiating a formal grievance, the student must attempt to resolve it by conferring with the faculty member in question to try and seek a resolution. If unable to reach a resolution, then:

1. The student must submit in writing a letter to the Chair of the Department in which the class is housed. The Chair shall attempt to resolve the matter. This resolution may include a meeting with the student and faculty member involved.



2. If the matter is still not resolved, the student must submit in writing, the grievance to the Provost/Vice President for Academic and Student Affairs informing her/him of the issue.
3. The Provost/Vice President for Academic and Student Affairs will convene the Academic Grievance Committee. The Academic Grievance Committee will meet to hear the student's grievance. The Academic Grievance Committee's decision is final.

In cases where a student is grieving an action, this procedure must be initiated by the student within three weeks of the occurrence and completed within six months of the occurrence. In cases of Academic Misconduct, the Chair of the Department will initiate the process within three weeks of the occurrence, and it must be completed within six months.

The Academic Grievance Board shall consist of:

1. Two students and one student alternate (seniors with a minimum GPA of 3.0) chosen annually by the Student Government.
2. Two tenured faculty members and one alternate selected by the Faculty Senate. A faculty member must be excused if he or she is involved in the grievance.
3. The Committee shall be chaired by the Chair of Faculty Senate.

## **Academic Procedures**

### **Adding Courses**

Graduate students register for courses for the summer and fall semesters in April and for the spring semester in November. Students are encouraged to register promptly so as to ensure their seat in the class. Students may add courses until the day before the semester begins. Consult the academic calendar for semester start and registration dates.

### **Course Drop/Withdrawal**

A student may drop a course, but only prior to the completion of the first nine (9) calendar days of the term (this time period is adjusted to be the first week of the term for 8-week sessions). A student may withdraw from a course (with a "W" grade) prior to the completion of the withdrawal period. A course cannot be dropped after the first two-thirds of the term unless special permission is granted by the Registrar; this permission will be granted only in extraordinary circumstances. Consult the academic calendar for specific dates regarding the course drop/withdrawal period.

For the "drop" to be official, students must submit the appropriate official form for dropping a course found on [MyKC](#). The date that the student submits the form to drop/withdraw from a course is the official drop/withdrawal date. If a course is dropped during the first nine (9) days of the term, the course is not recorded on the student's official Keystone transcript (first week for 8-week sessions). If a course is dropped during the withdrawal period, a grade of "W" is recorded on the student's official transcript. A "W" does not have any impact on the student's grade point average. Students receiving financial assistance, including loans, should consult Financial Aid prior to withdrawing from courses.

## **FERPA**

### **Policy Statement Overview**

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, protects the privacy of a student's educational records. All the rights under FERPA belong to the student, once he or she has enrolled in a post-secondary institution.

### **Waivers**

No one other than the student is granted access to the student's educational record unless the student has provided that permission through the online student portal, [MyKC](#). All students have access to the

FERPA Permissions portal in [MyKC](#) and can grant online access to their educational record to any individual they so designate by completing the process. Persons designated by the student are able to view the educational record electronically, however, this access does not provide the ability for the designee to act on the student's behalf. Students may revoke this permission through [MyKC](#) at any time. Providing and revoking access is not immediate as the process, while completed electronically, does require manual processing. Permission to view a student's educational record expires when the student is no longer enrolled at the College.

### **Other Types of Information**

FERPA deals with students' educational records. The College maintains other records on current and former students (such as medical records, counseling records, employment records of students working for the College, and alumni records). These other records, while not specifically covered by FERPA, are still carefully safeguarded in order to protect privacy rights. In addition, our Office of Human Resources follows all regulations pertaining to the employment of a student. For information on records not covered by FERPA, the student should contact the appropriate office.

### **Amending Educational Records and Registering Complaints**

Under FERPA regulations, Keystone College must allow students to inspect and review their educational records. A student may seek to amend those records if they think the records contain inaccurate or misleading information. However, the College is not required to consider requests for amendment that seek to change a grade or disciplinary decision, or to seek to change the opinions or reflections of a school official or other person reflected in an educational record. In addition, students have the right to file a complaint with the US Department of Education if they feel their rights under FERPA have been compromised. Any student wishing to pursue such issues should contact the Registrar's Office for appropriate processes, forms, and addresses.

## **Graduate Degree Programs**

### **Criminal Justice**

#### **Master of Science**

Program Director: Stacey Wyland, M.S.

The Master of Science in Criminal Justice program is a 30-credit program, which provides professionals with the knowledge and skills needed for positions in management and leadership. Individuals with a master's degree in criminal justice are prepared for careers in policy making, research, and teaching positions. Since evidence-based practices are becoming the norm, graduate-educated professionals are desirable candidates for administrative positions.

#### **Program Goals**

- Evaluate and summarize crime rates, trends, and patterns, and apply foundational knowledge of criminological theories.
- Appraise organizational structure, processes, and challenges of criminal justice institutions, and analyze past and current criminal justice policies and evidence-based practices.
- Evaluate the foundations of contemporary ethical practices and effective leadership in the criminal justice profession.
- Demonstrate advanced knowledge in social science research and applied statistical methods, specifically focused on criminal justice issues.
- Demonstrate advanced knowledge of criminal procedure.

#### **Program Format**

The Criminal Justice Master of Science program will be delivered in an online format. Students will be required to have the necessary hardware and software and access to the Internet in order to complete the coursework. Anticipated program length is 1<sup>1/2</sup> to 2 years, depending on course load.

Online courses are offered in 8-week sessions with students completing 3-6 credits of study in each session.

#### **Course Requirements**

CORE 5100 – Graduate Writing and Research

CORE 5200 – Conflict Management Skills

CORE 6100 – Ethical Leadership

CJ 5100 – Policy Analysis in Criminal Justice

CJ 5150 – Comparative Criminal Justice Systems

CJ 5200 – Women in Criminal Justice

CJ 5250 – Social Dynamics in the Criminal Justice System

CJ 6100 – Seminar in Victimology

CJ 6150 – Drugs and the Criminal Justice System

CJ 6910 – Critical Issues in Criminal Justice

## **Early Childhood Education Leadership**

### **Master of Education**

Program Director: Heather Shanks-McElroy, Ph.D.

The Master of Education in Early Childhood Education Leadership is a 30-credit program, which prepares individuals to undertake leadership roles in multi-cultural, multi-ethnic 21st century schools to ensure optimal developmental outcomes for the nation's youngest constituents. Evidence-based approaches for organizing, leading, and advocating for quality early childhood curriculum and environments designed to promote children's success will be targeted. Professional educators will be prepared to shape early childhood programs, implement quality practices, engage diverse families, and strategize to address critical issues in the early childhood field.

The M.Ed. in Early Childhood Education Leadership prepares individuals to take a leadership role in program development, pedagogical innovations, and best practices implementation, which holistically address positive child developmental outcomes in all domains.

### **Program Goals**

As a result of engaging in the graduate program, individuals will:

- Utilize evidence-based approaches for organizing, leading, and advocating for quality early childhood curriculum and environments designed to promote children's success;
- Shape early childhood programs, implement quality practices, and engage diverse families to address critical issues in the early childhood field;
- Assume leadership roles in program development across educational venues;
- Implement pedagogical innovations and best practices, which holistically address positive child developmental outcomes in all domains;
- Enhance practice, refine skills, and deepened content knowledge in the areas of programming, supervising, assessing, regulating, and collaborating.

### **Program Format**

The M.Ed. in Early Childhood Education Leadership will employ a cohort model and a hybrid instructional strategy. The cohort program will operate on a six-credit semester schedule. Courses are offered in 8-week sessions. Classes will meet synchronously via remote video conferencing technology for a full day twice during the 8-week session. The rest of the class time will be online. The anticipated program length is two (2) years.

### **Application**

In addition to the application materials required for all master's applicants, applicants to the M.Ed. in Early Childhood Education Leadership program must also provide the following current clearances:

- PA DPW Child Abuse Clearance
- PA State Police Criminal History
- FBI
- Health appraisal with negative TB test results

### **Course Requirements**

ECE 5150 – Research on Child Development  
ECE 5200 – Evidence-Based Practices  
ECE 5250 – Data-Driven Decision-Making  
ECE 5300 – Multiple Perspectives of Play and Learning  
ECE 6150 – Policies, Standards, and Regulatory Systems  
ECE 6200 – Legal and Advocacy Issues  
ECE 6250 – Early Childhood Program Evaluation

ECE 6300 – Managing Fiscal and Human Resources in Early Childhood Education  
ECE 6350 – Grant Writing for the Discipline  
ECE 6400 – Strengths-Based Family Partnerships

## **Master of Business Administration (MBA)**

Program Director: Laura Little, D.B.A.

The Master of Business Administration (MBA) is a 36-credit program designed to provide the skills and knowledge necessary for individuals to enhance their career opportunities including promotions and increased compensation. MBA coursework involves a broad spectrum of business-related topics including accounting, business analytics, economics, communications, management, and marketing.

In addition to a core set of courses, students will select from six concentrations to specialize their skill sets: Accounting, Finance, Health Systems Management, Leadership, Marketing, or Project Management.

### **Program Goals**

- Students will demonstrate integrated, innovative strategic thinking and problem-solving skill sets.
- Students will demonstrate exceptional oral, written, and presentation skills.
- Students will evaluate and summarize operational knowledge of business, marketing, finance, accounting, statistics and quantitative analysis.
- Students will appraise environmental, corporate, and financial resource sustainability.
- Students will evaluate and demonstrate ethical and responsible behavior in business activities

### **Program Format**

The MBA program will be delivered in both an online and in-person format. Online students will be required to have the necessary hardware and software and access to the Internet in order to complete the coursework. Anticipated program length is one to two years for fully online students and two years for fully in-person students, depending on course load. Students also have a hybrid option, taking some classes online and some in-person.

Online courses are offered in 8-week sessions with students completing 3-6 credits of study in each session. In-person courses are offered in a 15-week semester. Up to 12 credits of study can be completed in each semester.

### **Program Prerequisites**

Applicants must possess a bachelor's degree (any major) from a regionally accredited college or university with an overall GPA of 3.00 or higher. Applicants who do not hold a bachelor's degree in business or a related field must complete the following undergraduate courses (or their equivalent) with a grade of "B" or higher prior to matriculation into the program:

- Introduction to Business or Introduction to Management
- Economics
- Accounting

Students with industry experience may seek a waiver from these requirements from the Program Director.

### **Course Requirements (27 credits)**

BUSN 5300 – Operations Management

BUSN 5400 – Strategic Marketing

BUSN 5750 – Financial Statement Analysis

BUSN 5800 – Business Analytics

BUSN 6250 – Managerial Economics

BUSN 6910 – Strategic Analysis

CORE 5100 – Graduate Writing and Research

CORE 6100 – Ethical Leadership

CORE 6200 – Corporate Law and Regulations

**Accounting Concentration:** (9 credits)

ACCT 5250 – Advanced Auditing

ACCT 5300 – Forensic Accounting

ACCT 6150 – Corporate and Partnership Taxation

**Finance Concentration:** (9 credits)

BUSN 5550 – Fundamentals of Financial Instruments

BUSN 5600 – Portfolio Management

BUSN 6350 – Financial Markets and Institutions

**Health Systems Management Concentration:** (9 credits)

HSM 6100 – Health Systems Management

HSM 6150 – Essentials of Managed Healthcare

HSM 6200 – Health Law and Ethics

**Leadership Concentration:** (9 credits)

CORE 5200 – Conflict Management Skills

BUSN 5250 – Global Work Teams

BUSN 5350 – Organizational Development

**Marketing Concentration:** (9 credits)

BUSN 5450 – International Marketing

BUSN 5500 – New Product Development

BUSN 6300 – Marketing Analytics

**Project Management Concentration:** (9 credits)

BUSN 5650 – Project Management

BUSN 5700 – Agile Project Management

BUSN 6400 – Project Management in Practice



# **Sport Leadership and Management**

## **Master of Science**

Program Director: Laura Little, D.B.A.

The sport industry has exploded over the past 15 years and has become increasingly more complex. This degree is meant to help students navigate those complexities by becoming efficient managers and leaders. The program aims to not only explore leadership and management theories but put them to practical use. Students will analyze complex problems, help solve current issues for sport organizations, and collaborate to find creative solutions. This degree is meant for anyone currently working in, or hoping to work in professional sports, collegiate or high school sports or intramurals, as well as those in the public and non-profit recreation sectors. Incoming students may have an undergraduate degree in any subject area.

### **Program Goals**

- Students will apply leadership principles, theory, and critical thinking skills in order to creatively solve leadership challenges.
- Students will analyze the legal and ethical issues as they relate to sport and recreation applications.
- Students will demonstrate sensitivity to the range of diverse issues that arise in the sports industry and the media.
- Students will apply sound leadership and management skills when dealing with fiscal matters within the sports industry, professional sports organizations, and sporting venues.

### **Program Format**

The program will employ a cohort model and an online course delivery method. Students will be required to have the necessary hardware and software and access to the Internet in order to complete the coursework. Anticipated program length is 1<sup>1/2</sup> to 2 years, depending on course load.

Courses are offered in 8-week sessions with students completing 3-6 credits of study in each session.

### **Course Requirements (30 credits)**

CORE 5100 – Graduate Writing and Research

CORE 5200 – Conflict Management Skills

CORE 6100 – Ethical Leadership

SLM 5150 – Contemporary Leadership in Sport

SLM 5250 – Current Issues in Sport Leadership

SLM 6150 – Fiscal Management in Sport

SLM 6200 – Legal Issues for Sport Leaders

SLM 6250 – Leading a Diverse Sport Workforce

SLM 6300 – Media Relations in Sport

SLM 6810 – Research Project

or SLM 6910 – Graduate Internship

## **Wildlife Biology**

### **Master of Science**

Program Director: Linda Tucker, Ph.D.

The Master of Science in Wildlife Biology is a 30 or 36 credit program that prepares students to be future leaders and educators in government agencies, academia, and private conservation organizations. The program applies the highest standards in science, communication, and collaboration to train future wildlife professionals.

#### **Program Goals Thesis Track**

- Specific content knowledge
- Training in specific laboratory skills and technology and any safety requirements associated with those endeavors
- Instruction on how to manipulate data mathematically
- Opportunity for a mentored research project
- Guidance on how to evaluate and articulate the outcome, orally and/or in writing, of research and laboratory experiments

#### **Program Goals Non-Thesis Track**

- Specific content knowledge
- Training in specific laboratory skills and technology and any safety requirements associated with those endeavors
- Instruction on how to manipulate data mathematically
- Guidance on how to evaluate and articulate the outcome, orally and/or in writing, of research and laboratory experiments

#### **Program Format**

The Master of Science in Wildlife Biology will be delivered in an in-person format and/or synchronous remote format. For those enrolling in the synchronous remote format, an in-person summer residency will be required to fulfill the lab and research components of the program. Those attending in-person will have the choice to complete their lab and research credits during the fall, spring, or summer semesters. Fall and spring semester courses are delivered in a 15-week format.

#### **Program Prerequisites**

Applicants must possess a bachelor's degree (any major) from a regionally accredited college or university with an overall GPA of 3.00 or higher, including the following undergraduate coursework:

General Biology	6 to 8 credits
General Chemistry	6 to 8 credits
Mathematics	6 to 8 credits, including a statistic and a calculus course
Additional Botany, Ecology, and Evolution courses preferred.	

#### **Application**

In addition to the application materials required for all master's applicants, applicants to the MS in Wildlife Biology program must also provide:

- Three letters of recommendation, including one from a science faculty member
- Resume
- Research statement (thesis track)
- Statement of purpose (non-thesis track)

**Course Requirements**

BIOL 5100 - Scientific Writing and Communication

Animal & Natural Resource Management Elective

Animal & Natural Resource Management Elective

Ecology and Organismal Biology Elective

Ecology and Organismal Biology Elective

Ecology and Organismal Biology Elective

Ecology and Organismal Biology Elective

Environmental and Physical Science Elective

Laboratory Courses (choose three courses from the list below):

BIOL 5151 - Stream Ecology Laboratory

BIOL 5156 – Ecological Restoration Laboratory

BIOL 5157 – Tropical Ecology Laboratory

BIOL 5161 - Forest Ecology Laboratory

BIOL 5171 - Aquatic Macroinvertebrate Laboratory

BIOL 5216 - Mammalogy Laboratory

BIOL 5221 - Ornithology Laboratory

BIOL 5226 - Ichthyology Laboratory

BIOL 5231 - Herpetology Laboratory

BIOL 5251 - Limnology Laboratory

BIOL 5266 - Mycology Laboratory

BIOL 5276 – Entomology Laboratory

And choose Thesis or Non-Thesis Track

**Thesis Track**

BIOL 6810 - Biological Thesis Research I

BIOL 6910 - Biological Thesis Research II

**Non-Thesis Track**

Animal and Natural Resource Management Elective

Environmental and Physical Science Elective

**Ecology and Organismal Biology Electives:**

BIOL 5150 - Stream Ecology

BIOL 5160 - Forest Ecology

BIOL 5170 - Aquatic Macroinvertebrates Zoology

BIOL 5175 Ecology of Wildlife Populations

BIOL 5200 - Microbial Ecology

BIOL 5210 - Animal Behavior

BIOL 5215 - Mammalogy

BIOL 5220 - Ornithology

BIOL 5225 - Ichthyology

BIOL 5230 - Herpetology

BIOL 5235 - Wetland and Riparian Ecology

BIOL 5265 – Mycology

BIOL 5270 – Animal Behavior and Parasitism

BIOL 5275 – Entomology

**Animal and Natural Resource Management Electives:**

BIOL 5155 – Ecological Restoration

BIOL 5180 - Fish Management and Culture

BIOL 5185 - Natural Resources Policy and Management

BIOL 5190 – Population Dynamics  
BIOL 5195 - Aquatic Ecosystem Conservation  
BIOL 5240 Wildlife Management  
BIOL 5245 - Conservation Biology

**Environmental and Physical Sciences:**

BIOL 5165 - Environmental Toxicology  
BIOL 5250 - Limnology  
BIOL 5255 - Soils Science

**Analytical Tools, Research, and Statistical Analysis Elective:**

MATH 5150 Statistics and Research  
BIOL 5260 - Geospatial Methods in Resource Management

## Course Descriptions

### Accounting

**ACCT 5250 Advanced Auditing:** Assists students in the planning and performance of audits through the use of case studies and research. Utilizes generally accepted auditing standards (GAAS) and students will employ current procedures and practices. 3 credits. Spring II.

**ACCT 5300 Forensic Accounting:** Designed for financial investigation with an understanding of economic theory, business information, financial reporting systems, accounting and auditing standards and procedures, data management and data analysis techniques. 3 credits. Summer I.

**ACCT 6150 Corporate and Partnership Taxation:** Focuses on advanced topics in the income taxation of corporations and flow-through business entities (partnerships, subchapter S corporations, limited partnerships, etc.) including formation, allocations, distributions, redemptions, reorganizations and terminations. Covers additional advanced topics including: the personal holding company tax, issues related to brother-sister corporations, penalties for improper accumulation of surplus and consolidated tax returns. Develops skills in identifying and researching issues in taxation. 3 credits. Summer II.

### Biology

**BIOL 5100 Scientific Writing and Communication:** Provides a practical introduction to the writing of scientific papers: theses and dissertations, peer-reviewed articles, and reports as well as information on creating poster presentations and giving scientific talks. 3 credits. Every other Fall.

**BIOL 5150 Stream Ecology:** Covers the principles of stream, river, and watershed ecology. Applies these principles to the understanding of the natural history and ecology of running waters. Examines the composition and function of biota in streams and rivers as well as the interactions of that biota with their physical and chemical environments. The course will address human influences on these ecosystems. 3 credits. Every other Spring.

**BIOL 5151 Stream Ecology Lab:** Students apply and study the principles of stream, river, and watershed ecology. Examines the physical, chemical and biological qualities of waterways. This course is expected to be taken either concurrently or following BIOL 5150 Stream Ecology. 1 credit. Every other Spring.

**BIOL 5155 Ecological Restoration:** This course introduces students to the fundamental principles of restoration ecology, the science of restoring degraded ecosystems. Students will explore the causes of ecosystem degradation, methods and motivations for restoration, and how to evaluate restoration success. This course will also consider the social, political, and cultural dimensions of ecological restoration. 3 hours lecture and discussion, 3 hours laboratory. 3 credits. Every other Spring.

**BIOL 5156 Ecological Restoration Lab:** This laboratory provides hands-on experience working with ecological restoration techniques and also develops skills in soil and water testing, invasive species identification, and horticultural practices. Students will also consider how the human dimensions of restoration influence their work. 1 credit. Every other Spring.

**BIOL 5157 Tropical Ecology Lab:** This laboratory introduces students to key concepts in tropical ecology and provides hands-on experience with field methods to study plants and animals in a tropical ecosystem. Features a week-long field trip where students will experience field work in a tropical country and will work with local researchers and conservation groups. The focal organisms and country will vary with each course offering. Travel fee is determined at the time of travel. 1 credit. Offered at the discretion of the department.

**BIOL 5160 Forest Ecology:** Allows students to gain an understanding of forest ecosystem structure, function, composition, and dynamics and will apply ecological principles to current environmental problems impacting forests. 3 credits. Every other Fall.

**BIOL 5161 Forest Ecology Lab:** Provides firsthand experience conducting qualitative and quantitative measurements within a forest ecosystem and analyzing that data. Students will apply their experiences to understanding how forest stands change over time and how that affects biota within the ecosystem. 1 credit. Every other Fall.

**BIOL 5165 Environmental Toxicology:** Introduces students to the principles of environmental toxicology and the major classes of pollutants. Discusses the biological effects of environmental toxicants on terrestrial as well as aquatic wildlife. 3 credits. Offered at the discretion of the department.

**BIOL 5170 Aquatic Macroinvertebrate Zoology:** Students will gain an understanding of the classification, structure, and life history of lotic and lentic freshwater macroinvertebrates. A portion of the course emphasizes Pennsylvania species, specifically those that might be found in the Howard Jennings Nature Preserve or local area waters. 3 credits. Offered at the discretion of the department.

**BIOL 5171 Aquatic Macroinvertebrate Zoology Lab:** Students gain hands on experience in the collection and identification of freshwater macroinvertebrates. This lab portion of the course will place an emphasis on Pennsylvania species, specifically those that might be found in the Howard Jennings Nature Preserve or local area waters. 1 credit. Offered at the discretion of the department.

**BIOL 5175 Ecology of Wildlife Populations:** Introduces students to concepts of animal ecology as it applies to various levels of organization: ecosystem, community, population and individual. Students investigate the mechanisms that impact wildlife populations and how ecological principles can be applied in wildlife conservation. 3 credits. Offered at the discretion of the department.

**BIOL 5180 Fish Management and Culture:** Introduces students to the principles of fisheries science and management. Provides an overview of the processes and tools for managing fish populations and their habitats as well as emphasizing quantitative methods of fisheries assessment. 3 credits. Every other Spring.

**BIOL 5185 Natural Resources Policy and Management:** Explores the administration of natural resources law and policy. Covers a number of policy areas including national forests, public rangelands, water, wildlife and biodiversity, protected areas, as well as public land use planning. 3 credits. Offered at the discretion of the department.

**BIOL 5190 Population Dynamics:** Presents the theory necessary for understanding wildlife population dynamics and explains how to use theory and data to inform management and conservation efforts. 3 credits. Offered at the discretion of the department.

**BIOL 5195 Aquatic Ecosystem Conservation:** Provides students with an understanding of human impacts in freshwater ecosystems and the challenges and approaches for conserving freshwater diversity and ecosystem services. 3 credits. Offered at the discretion of the department.

**BIOL 5200 Microbial Ecology:** Reviews how microorganisms interact with each other and other living and nonliving components of their environments. Examines the role microorganisms play in important environmental cycles such as carbon, nitrogen, and other biomolecules. Students examine how to evaluate microbial diversity and identify applications of microbial ecology. 3 credits. Offered at the discretion of the department.

**BIOL 5210 Animal Behavior:** Examines the development of major areas in conservation-oriented research that include patterns of management, biodiversity, extinction, conservation genetics, conservation of populations, communities and landscapes, and ecological sustainability. 3 credits. Every other Spring.

**BIOL 5215 Mammalogy:** Presented as an intense study of mammals. Explores students to the range of natural history, ecological, and management concepts, as well as hands-on field training. Provides students with active lectures and a research project and introduces the taxonomic structures in intensive laboratories. Discusses the evolution, behavior, physiology, and conservation of mammals. Examines the evolution and ecology of the different taxa within these groups through assorted readings and field experiences. Allows students to gain an appreciation for and identify the mammal diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with mammals in the field. 3 credits. Every other Fall.

**BIOL 5216 Mammalogy Laboratory:** This laboratory course is presented as an intense study of mammals. Students will be exposed to the range of natural history, ecological, and management concepts, as well as receiving hands-on field training. Students will have active lectures and will be introduced to the taxonomic structures in intensive laboratories. Class time will be spent discussing the evolution, behavior, physiology, and conservation of mammals. Through assorted readings and field experiences, students will learn about the evolution and ecology of the different taxa within these groups. Further, students will be able to gain an appreciation for and identify the mammal diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with mammals in the field. 3 hours laboratory and field trips. 1 credit. Every other Fall.

**BIOL 5220 Ornithology:** Presented as an intense study of birds. Exposes students to the range of natural history, ecological, and management concepts, as well as receiving hands-on field training. Features active lectures and a research project and introduces the taxonomic structures in intensive laboratories. The evolution, behavior, physiology, and conservation of birds. Students learn about the evolution and ecology of the different taxa within these groups through assorted readings and field experiences. Provides students with an appreciation for and identifying bird diversity in PA and throughout North America. Field trips serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with birds in the field. 3 credits. Every other Spring.

**BIOL 5221 Ornithology Laboratory:** This course is presented as an intense study of birds. Students will be exposed to the range of natural history, ecological, and management concepts, as well as receiving hands-on field training. Students will have active lectures and a research project and will be introduced to the taxonomic structures in intensive laboratories. Class time will be spent discussing the evolution, behavior, physiology, and conservation of birds. Through assorted readings and field experiences, students will learn about the evolution and ecology of the different taxa within these groups. Further, students will be able to gain an appreciation for and identify the bird diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with birds in the field. 3 hours laboratory. 1 credit. Every other Spring.

**BIOL 5225 Ichthyology:** An intense study of fish that exposes students to the range of natural history, ecological, and management concepts through hands-on field training. Features active lectures and a research project and introduces the taxonomic structures in intensive laboratories. Discusses the evolution, behavior, physiology, and conservation of fish. Examines the evolution and ecology of the different taxa within these groups through assorted readings and field experiences. Allows students to



gain an appreciation for and identify the fish diversity in PA and throughout North America. Fieldtrips serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with fish in the field. 3 credits. Every other Fall.

**BIOL 5226 Ichthyology Laboratory:** This course is presented as an intense study of fish. Students will be exposed to the range of natural history, ecological, and management concepts, as well as receiving hands-on field training. Students will have active lectures and a research project and will be introduced to the taxonomic structures in intensive laboratories. Class time will be spent discussing the evolution, behavior, physiology, and conservation of fish. Through assorted readings and field experiences, students will learn about the evolution and ecology of the different taxa within these groups. Further, students will be able to gain an appreciation for and identify the fish diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with fish in the field. 3 hours laboratory. 1 credit. Every other Fall.

**BIOL 5230 Herpetology:** An intense study of reptiles and amphibians that exposes students to the range of natural history, ecological, and management concepts through hands-on field training. Features active lectures and a research project and introduces the taxonomic structures in intensive laboratories. Discusses the evolution, behavior, physiology, and conservation of reptiles and amphibians. Examines evolution and ecology of the different taxa within these groups through assorted readings and field experiences. Allows students to gain an appreciation for and identify the bird diversity in PA and throughout North America. Field trips serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with reptiles and amphibians in the field. 3 credits. Every other Fall.

**BIOL 5231 Herpetology Laboratory:** This laboratory course is presented as an intense study of reptiles and amphibians. Students will be exposed to the range of natural history, ecological, and management concepts, as well as receiving hands-on field training. Students will have active lectures and a research project and will be introduced to the taxonomic structures in intensive laboratories. Class time will be spent discussing the evolution, behavior, physiology, and conservation of reptiles and amphibians. Through assorted readings and field experiences, students will learn about the evolution and ecology of the different taxa within these groups. Further, students will be able to gain an appreciation for and identify the reptile and amphibian diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with reptiles and amphibians in the field. 3 hours laboratory. 1 credit. Every other Fall.

**BIOL 5235 Wetland and Riparian Ecology:** Focuses on major concepts in wetland ecology including wetland definitions, identification of habitat types, and wetlands functions and values. Discusses wetland classification systems; state and federal jurisdiction and policies; and regulatory issues in wetland conservation, protection, and management. Studies wetland delineation and various assessment techniques. Includes field trips to on and off campus sites. 3 credits. Every other Fall.

**BIOL 5240 Wildlife Management:** To kill or not to kill, that is the question. Hunting in North America today is a decidedly different enterprise than that which our forebears practiced even up to one hundred years ago. Hunting has shifted from a practice borne out of utilitarian necessity to an endeavor based on choice and leisure preference. It has grown from a rural chore to a full-fledged recreational industry with superstores, luxury guided vacation packages, and a full slate of television and online programming. Examines managing game species, their habitats, and those that pursue them, and the history behind hunting and hunting culture. 3 credits. Every other Spring.

**BIOL 5245 Conservation Biology:** Examines the development of major areas in conservation- oriented research that include patterns of management, biodiversity, extinction, conservation genetics, conservation of populations, communities and landscapes, and ecological sustainability. 3 credits. Every other Spring.

**BIOL 5250 Limnology:** Investigates lakes, reservoirs, ponds, and streams as dynamic systems. Considers the physical, chemical, geological, and biological components of aquatic ecosystems. Emphasizes quantitative sampling and analytical techniques. 3 credits. Every other Fall.

**BIOL 5251 Limnology Laboratory:** This course investigates lakes, reservoirs, ponds, and streams as dynamic systems. Considers the physical, chemical, geological, and biological components of aquatic ecosystems and emphasizes quantitative sampling and analytical techniques as they are applied to aquatic ecosystems. 3 credits. Every other Fall.

**BIOL 5255 Soils Science:** Introduces students to and allows them to define and understand the various properties and classifications of types of soil. Acquaints the student with laboratory procedures to illustrate these principles by performing laboratory analyses, mathematical problems and making observations from demonstrations and experiments. Provides the student with an understanding of soil as a component of the ecosystem and to apply this knowledge to fully understand its impacts on ecosystems. 3 credits. Every other Fall.

**BIOL 5260 Geospatial Methods in Resource Management:** To modern day natural resource usage, GIS offers the ability to see and model historic, current, as well as future impacts and possibilities. Facilitates an implementation of the above in a spatial environment. Using their existing understanding of GIS principles and advanced geospatial techniques, students focus on specialized data collection (being readily capable of rectifying data problems/inconsistencies) and using these data to complete spatial 2-D and 3-D analyses. This will be conducted within the focus of resource management, giving attention to current events affecting the region of northeastern Pennsylvania. Students are expected to have prior experience with ArcGIS Pro or ArcMap. 3 credits. Every other Spring.

**BIOL 5265 Mycology:** Examines a broad survey of the Kingdom Fungi. Explores molecular systematics, physiology, cellular organization, reproduction and dispersal, roles of fungi in ecosystems, fungal symbioses, plant and animal pathogens, predaceous fungi, biological control of fungi, fungal food fermentation, mycotoxins and food spoilage, pharmaceuticals, and fungus-insect/fungus-insect- plant interactions. 3 credits not offered every year. Every other Fall.

**BIOL 5266 Mycology Laboratory:** Students gain hands on experience in the identification of fungi and their structures, as well as preservation and laboratory culture techniques. Additionally, the role of fungi in ecosystems and in human society will be explored. This lab portion of the course will place an emphasis on Pennsylvania species, specifically those that might be found on the Keystone College campus and surrounding areas. 3 hours laboratory. 1 credit. Every other Fall.

**BIOL 5270 Animal Behavior and Parasitism:** An in-depth study and review of parasitic relationships and how they influence animal behavior. There are many connections between animal behavior and parasitism with several theories linking the two fields. Conceptual and technological advances have helped to determine new connections between animal behavior and the ecology and evolution of infectious diseases. Parasitism is a type of symbiotic relationship between a smaller parasite and the larger host. To survive, parasites and hosts compete in an evolutionary tug-of-war to try to outwit the other. Parasites seek to enhance infectivity, and hosts strive to remain unparasitized. Examines the relationships between hosts and parasites including the physical and physiological mechanisms utilized by each group. 3 hours lecture and discussion. 3 credits. Offered at the discretion of the department.

**BIOL 5275 Entomology:** This course is presented as an intense study of insects. Students will be exposed to the range of natural history, ecological, and management concepts, as well as receiving hands on field training. Students will have active lectures and a research project and will be introduced to the taxonomic structures in intensive laboratories. Class time will be spent discussing the evolution, behavior, physiology, and conservation of insects. Through assorted readings and field experiences, students will learn about the evolution and ecology of the different taxa within these groups. Further, students will be able to gain an appreciation for and identify the insect diversity in PA and throughout North America. Field trips will serve to underscore and/or illustrate the concepts discussed in class, as well as an understanding of techniques used to safely work with insects in the field. 3 hours lecture and discussion. 3 credits. Every other Fall.

**BIOL 5276 Entomology Lab:** The entomology lab provides the activities for the Entomology Lecture. Students will become familiar with the major insect orders and their key identification features. Insect collection methods and collection curation will also be addressed. Lab topics will cover anatomy, physiology, behavior, collection, curation, pest management, and insects utilized in forensics. This course is expected to be taken either concurrently or following BIOL 5275 Entomology. 3 hours laboratory. 1 credit. Every other Fall.

**BIOL 6810 Biological Thesis Research I:** This course is intended for Master level students to begin or continue their thesis research. This course provides students with the time to actively work on their research, data analysis, and writing. Students will work with their graduate program advisor on successful progression of their research throughout the semester. Successful completion of this course is indicated by observable progress on the student's thesis research. 3 credits.

**BIOL 6910 Biological Thesis Research II:** This course is intended for Master level students to pursue the completion of their thesis research. This course provides students with the time to actively work on their research, data analysis, and writing. Students will work with their graduate program advisor on successful progression of their research throughout the semester. Successful completion of this course is indicated by the completion of their research, the public presentation of their research, and readiness for their thesis defense. 3 credits.

## **Business**

**BUSN 5250 Global Work Teams:** Analyzes the social transformations from individual work to teamwork. Discusses and analyzes the challenges and benefits associated with successful global work teams. 3 credits. Spring II.

**BUSN 5300 Operations Management:** Provides an in-depth analysis of risk management methodologies, from strategic, tactical, qualitative and quantitative aspects. Examines tools and techniques for identifying, measuring, and monitoring risks in the operations management environment. 3 credits. Fall II.

**BUSN 5350 Organizational Development:** Offers a comprehensive look at individual, team, and organizational change, covering classic and contemporary organizational development techniques. Seeks solid foundations that are academically rigorous, relevant, timely, practical, and grounded in OD values and ethics. Examines organizational development tools needed to succeed in today's challenging environment of increased globalization, rapidly changing technologies, economic pressures, and evolving workforce expectations. 3 credits. Summer I.

**BUSN 5400 Strategic Marketing:** Analyzes the social and economic changes of marketing in an ever-changing industry. Analyze accurate market information to identify target markets, production position analysis, financial forecasting, and implementation and control in the market. 3 credits. Spring I.

**BUSN 5450 International Marketing:** This course is designed to introduce students to the marketing practices of companies seeking market opportunities outside the United States and to raise awareness about the importance of marketing strategies from a global perspective. Emphasis is placed on cultural and environmental aspects of international trade, and integration of culture and marketing functions. 3 credits. Spring II.

**BUSN 5500 New Product Development:** This course provides a condensed simulation of the key aspects of a typical new product development planning cycle. The course places particular emphasis on marketing management issues and activities that accompany phases commonly involved in conceiving, developing, testing, and launching a new product, service, or other marketing innovation. The course also considers recent approaches in the field, including agile development and crowdsourcing. The material is particularly relevant to MBAs due to the frequency with which newly minted MBAs are assigned to work on new product development projects. 3 credits. Summer I.

**BUSN 5550 Fundamentals of Financial Instruments:** Deals with the global financial markets and the instruments in which they trade. Students gain conceptual clarity through a strong foundation for understanding global markets. The course offers an in-depth discourse on modern financial instruments. 3 credits. Spring II.

**BUSN 5600 Portfolio Management:** This course is designed to help current and aspiring financial professionals employ the best practices when putting together an investment portfolio. Students will learn about key terminology, investment products, and asset allocation strategies to maximize return on investments, as well as learn how to assess opportunities, diversify portfolios, and manage investment risk. 3 credits. Summer I.

**BUSN 5650 Project Management:** This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling, and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. 3 credits. Spring II.

**BUSN 5700 Agile Project Management:** This course will provide you with the skills and knowledge you need to effectively manage projects using agile methodologies. You will learn about the history, principles, and practices of agile project management, as well as the most popular agile frameworks, such as Scrum and Kanban. Through lectures, discussions, and hands-on exercises, students will gain the ability to understand the benefits of agile project management and select the right agile framework for their project. 3 credits. Summer I.

**BUSN 5750 Financial Statement Analysis:** This course exposes students to the knowledge and skills necessary to analyze, interpret, understand, and use financial information to make informed decisions. A variety of tools are used to break apart financial reports into meaningful units for analysis, to forecast financial statements, and to value a business entity. By the end of the course, students should be able to evaluate a company's financial condition and its market value. 3 credits. Fall II.

**BUSN 5800 Business Analytics:** This course provides an in-depth understanding of the core principles and techniques in business analytics. It is designed to equip students with the skills to analyze and interpret data to inform business decision-making. The course covers key areas such as data collection, data cleaning, statistical analysis, predictive modeling, and data visualization. Students will learn how to apply analytics tools to solve real-world business problems, enhance operational efficiency, and drive strategic initiatives. Emphasis is placed on translating data insights into actionable strategies across various business functions. 3 credits. Fall I.

**BUSN 6250 Managerial Economics:** Increase company profitability by applying economic analysis to a wide array of business problems. Uses a problem-solving approach to achieve objectives. Encourages focus on the application of economic tools rather than purely theoretical approaches. 3 credits. Spring I.

**BUSN 6300 Marketing Analytics:** Marketing analytics enables marketers to measure, manage and analyze marketing performance to maximize its effectiveness and optimize return on investment (ROI). Beyond the obvious sales and lead generation applications, marketing analytics can offer profound insights into customer preferences and trends, which can be further utilized for future marketing and business decisions. This course provides students with the tools to measure brand and customer assets, understand regression analysis, and design experiments as a way to evaluate and optimize marketing campaigns. 3 credits. Summer II.

**BUSN 6350 Financial Markets and Institutions:** This course addresses the global financial markets and the instruments in which they trade. This course emphasizes financial concepts in addition to mathematical calculations. The student gains conceptual clarity reinforced by just the right level of technical detail to ensure a comprehensive exposure to the skills needed in the financial world. 3 credits. Summer II.

**BUSN 6400 Project Management in Practice:** This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling, and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Students will use Microsoft Project to supplement a project management plan. 3 credits. Summer II.

**BUSN 6910 Strategic Analysis:** Emphasizes platform-based competition and “ecosystems” of related industries; the role of strategy making processes/practices; mergers, acquisition and alliances; and additional emphasis on strategy implementation. 3 credits. Spring II, Summer II.

### **Common Core**

**CORE 5100 Graduate Writing and Research:** Introduces graduate students to deeper analysis of a chosen research topic and strengthens students’ writing and critical thinking skills. Focuses attention on accessing scholarly sources and evaluating source credibility to create a scholarly paper in their chosen field. Utilizes the Publication Manual of the American Psychological Association so students will learn clear, precise, scholarly writing. 3 credits. Fall I, Spring I, Summer I.

**CORE 5200 Conflict Management Skills:** Examines the nature of disputes and the multiple arenas in which conflict occurs in the workplace. Provides students with knowledge about different conflict resolution processes; e.g., mediation, negotiation, arbitration, and facilitation. 3 credits. Summer II.

**CORE 6100 Ethical Leadership:** Examines and analyzes the ethical frameworks applicable to business organizations nationally and internationally. Explores various business issues, including employment, environmental, and consumer issues. Uses analytical reasoning skills to make sound ethical business decisions. 3 credits. Spring II.

**CORE 6200 Corporate Law and Regulations:** Analyzes corporate business structures, management responsibilities, and the Sarbanes-Oxley Act. Reviews material on mergers and acquisitions, corporate insolvency, liquidations and corporate crime. 3 credits. Summer I.

### **Criminal Justice**

**CJ 5100 Policy Analysis in Criminal Justice:** Focuses on crime policy and policy analysis. Emphasizes policy approaches to controlling crime, crime prevention and social justice. 3 credits. Spring I.

**CJ 5150 Comparative Criminal Justice Systems:** Provides a thorough and critical examination of meanings, history, and methods of comparing as well as contrasting various examples of criminal justice systems around the globe with ones prevailing in the United States. 3 credits. Spring II.

**CJ 5200 Women in Criminal Justice:** Looks at the roles of women in the criminal justice system. Focuses on gender issues of women as practitioners, offenders and victims. Explores dynamics of society, law and the CJ system and how these entities respond to gender differences, with special attention to equality and diversity. 3 credits. Summer I.

**CJ 5250 Social Dynamics in the Criminal Justice System:** Explores the role that cultural and social identity factors play in law enforcement, the courts, and the correctional system. Utilizes theoretical readings to examine crime and criminal justice in terms of systemic inequities and issues of fairness within the system. 3 credits. Summer I.

**CJ 6100 Seminar in Victimology:** Examines patterns and trends in victimization. Analyzes specific crime types and the impact of crime on victims and society. Explores the role of victims within the criminal justice system with special attention to victim rights and services. 3 credits. Fall I.

**CJ 6150 Drugs and the Criminal Justice System:** Focuses on the history of drug use, legislation, enforcement, theory and drug prevention and treatment. Introduces students to drug identification, drug violence, the drug industry, drug courts and drug problems in the correctional system. 3 credits. Fall II.

**CJ 6910 Critical Issues in Criminal Justice:** Examines a variety of problems faced by the criminal justice system. Explores current issues facing law enforcement, the court system and corrections by providing students the opportunity to recognize the impact of crime on society. 3 credits. Fall II.

### **Early Childhood Education**

**ECE 5150 Research on Child Development:** Focuses on providing stimulating and successful learning experiences for children in early childhood and primary programs, which are dependent on practitioner knowledge and application of principles of child development. Professionals must understand the interdependence of each key area of learning and the ways to provide meaningful and relevant experiences for children that are developmentally appropriate, individualized to accommodate each child's needs and interests, and respectful of families' diverse values and cultures. 3 credits.

**ECE 5200 Evidence-Based Practices:** Examines children's construction of knowledge that reflects developmental needs, abilities, and interests. Learning environments and cultural and linguistically appropriate experiences facilitate children's physical, social and emotional, and cognitive learning. Addresses the ways in which knowledge is socially and individually constructed, the elements of quality instruction, the politics of decision-making in educational practices, and the necessity for ensuring non-discriminatory practices in educating all children. 3 credits.

**ECE 5250 Data-Driven Decision-Making:** Targets comprehensive assessment approaches in early childhood or primary programs, which consider the individual child, the environment, staff, and program elements to ensure continuous quality and responsiveness to children, families, and the community. Early childhood professionals must be knowledgeable about the types of assessments, the uses of assessments, and the ways in which to implement regular and systematic methods for assessing children and interpreting child assessment data. 3 credits.

**ECE 5300 Multiple Perspectives Play and Learning:** Identifies ideas of children's play, the importance of play for child development and learning, and the role of play as a complex mechanism for understanding human experiences. Examines historical and contemporary issues of play and learning

from cross-cultural perspectives and theoretical underpinnings through the lenses of the neurosciences. Examines implications for including developmentally appropriate, culturally relevant play for facilitating positive developmental outcomes. 3 credits.

**ECE 6150 Policies Standards, and Regulatory Systems:** Delineates supervisory and health issues related to established licensing mandates and administrative policies, which guide practitioners and protect children and families. Ensuring that appropriate management of supervisory and safety practices are designed and implemented in line with statutes, standards, and regulatory systems is a critical need in the field. By monitoring classrooms and all environments in which young children interact, this course seeks to address risk and invites preventative action. 3 credits.

**ECE 6200 Legal and Advocacy Issues:** Analyzes the legal and ethical implications for providing quality early learning services. Any systems-building initiative designed to serve families, children, and the community at large must address the structures and functions of multiple governing bodies and policy structures, which fund, oversee, and regulate. Examines the legal, ethical, and advocacy issues involved in these educational processes. 3 credits.

**ECE 6250 Early Childhood Program Evaluation:** Uses program performance standards data to guide improvement of services in early care and education systems. Designed to increase quality, coordination and efficiency of services, which evidence supports as critical for thriving outcomes for children and families, QRIS management requires knowledge of systems, policies, finances, assessment tools, standards, and data analysis techniques to empower leaders to comprehensively address improvement strategies. 3 credits.

**ECE 6300 Managing Fiscal and Human Resources in Early Childhood Education:** Operationalizes forward-thinking leader design and management systems that foster positive organizational climate, which supports teachers, children, and families. Skilled administrators adopt a continuous quality improvement philosophy that utilizes data, current research, and best practices to provide responsive services for children and families served. 3 credits.

**ECE 6350 Grant Writing for the Discipline:** Examines securing funding for organizing and implementing early learning programs. Available funding sources, including government, local organizations, and for-profit and non-profit foundations have various requirements and funding guidelines. Grant specifications must match agency funding goals and meet funding priorities. Students will learn to navigate and align eligible projects with funding sources in a systematized process where funding success is dependent on the ability to adhere to procedural guidelines. 3 credits.

**ECE 6400 Strengths-Based Family Partnerships:** Examines the theories and practices of developing family-school partnerships for supporting children's learning and development. Emphasizes identifying diverse strengths and needs of families and working collaboratively to support families. Examines the central role of the family in successful collaboration with importance placed on practices related to developing respectful and reciprocal communication strategies. 3 credits.

## **Education**

**EDUC 5100 Transdisciplinary Teaching:** Introduces STEAM teaching and the topic of trans disciplinarily, problem-based learning. Literacy will be infused throughout. Focuses on STEAM-based instructional approaches, including how teachers structure the classroom environment, tasks, and resources to facilitate deep learning. These instructional approaches include problem-based, student-driven, authentic tasks, and technology integration, and supports for equitable participation. The goal for this course is for participants to leave with a sound understanding of how to create a problem-solving scenario that is aligned with standards, which will foreground the unit planning. 3 hours lecture and discussion. 3 credits.

**EDUC 5150 Transdisciplinary Instructional Design:** Focuses on instructional design, the alignment of methods to employ problem-solving skills and practices that include problem-based inquiry, and the facilitation of skills attainment, including modeling, analyzing, interpreting, communicating, problem-solving, designing, and creating. The content reviews transdisciplinary teaching to incorporate STEAM content in classrooms. Trans disciplinarily includes attention to problem-based learning and content and technology integration by offering students authentic problems to solve. Teachers will use web plans from this module when participating in the Enacted Evaluation work to demonstrate proficiency. 3 hours lecture and discussion. 3 credits.

**EDUC 5200 Assessment:** Practices that facilitate learning of real-world content using multiple forms of data that support learning and refining the instructional process based on the types of authentic and embedded feedback. Designed to help teachers understand how to implement formative and summative assessments in STEAM units or activities is the course focus. The role of the teacher and student in assessment, considering when and how to implement assessments in STEAM learning, and developing formative and summative assessments are all course components. 3 hours lecture and discussion. 3 credits.

**EDUC 5250 Implementation and Enacted Evaluation:** Improving teaching beyond the classroom and creating teachers who are leaders in adapting the classroom environment and continuously refining practices based on evaluation and observations. This course is designed to help teachers integrate, peer review, and reflect on STEAM teaching. This course will address implementing your previously created STEAM Unit Plan, video STEAM lessons and sharing with others in the class, receiving feedback from your instructor and colleagues, and reflect on how teaching will be refined moving forward. 3 hours lecture and discussion. 3 credits

### **Health Systems Management**

**HSM 6100 Health Systems Management:** Provides graduate students with an overview of U.S. health care delivery and the evolution of health services in the United States. Examines health systems foundations, resources, processes, outcomes, policies, and outlooks. Focuses specific considerations on cost, access, and quality in the way of beliefs, values, and health for health management professionals by covering medical technology; financing; outpatient, inpatient, and primary care services; managed care and integrated organizations; long-term care; health services for special populations; and future health services delivery. 3 credits. Spring II.

**HSM 6150 Essentials of Managed Health Care:** This course is designed to give you a comprehensive understanding of how health care organizations operate, the roles and responsibilities of managers, and the challenges they face in delivering high-quality, equitable care. You will explore topics such as strategic planning, marketing, finance, human resources, teamwork, health information systems, and health disparities, all through the lens of real-world health care settings. By the end of the course, you will be able to analyze complex health care issues, evaluate organizational performance, and apply management principles to improve patient care and organizational outcomes. Throughout the course, you will engage with practical examples, case studies, and interactive discussions to build the skills necessary to succeed as a health care professional and leader. 3 credits. Summer I.

**HSM 6200 Health Law and Ethics:** Provides graduate students with an overview of unique and specialized legal and ethical issues faced by health management and administration professionals. Provides a foundation to assist health management and administration professionals handle common challenges in ordinary practice. 3 credits. Summer II.



## **Mathematics**

**MATH 5150 Statistics and Research:** Investigates the importance of research, variables and measurement, samples, normal distributions, and hypothesis testing. Emphasizes computers using SPSS (Statistical Package for the Social Sciences) to help organize, analyze, interpret, and present data. 3 credits.

## **Sport Leadership and Management**

**SLM 5150 Contemporary Leadership in Sport:** Helps students develop a comprehensive understanding of the complex topic of leadership in sport. Allows students to develop strategic thinking through identification, evaluation and analysis of problems and solutions at the organizational, departmental, and individual level. Students develop an understanding of the theoretical foundations of leadership in sport and how it is applied to sport-related organizations of all types and sizes. Students learn to develop and implement strategic plans and the role of leaders in aligning others toward a strategic vision to accomplish the sport organization's sustainable competitive advantage. 3 credits. Fall I.

**SLM 5200 Conflict Management Skills:** Introduces students to both different perspectives on conflict and different strategies for resolving conflict in a sport setting or organization. Examines the nature of disputes and the multiple arenas in which conflict occurs in the workplace. Provides students with knowledge about different conflict resolution processes—e.g., mediation, negotiation, arbitration, and facilitation. 3 credits. Summer II.

**SLM 5250 Current Issues in Sport Leadership:** Examines current trends and issues in the leadership of youth sports, high school and collegiate athletics, professional sport and coaching. Explores concepts from both theoretical and applied perspectives. Students gain insight into a variety of timely topics through a series of presentations, readings, videos, internet activities and discussions. Students use critical thinking skills to conceptualize, synthesize, reflect and be responsive to important subject matter and issues in sport leadership today. 3 credits. Fall II.

**SLM 6100 Ethical Sport Leadership:** Addresses a wide range of ethical issues including youth sport, intercollegiate sport, and professional sport. Helps sport leaders, managers and coaches develop tools to address moral and ethical dilemmas in the sport environment. 3 credits. Spring II.

**SLM 6150 Fiscal Management in Sport:** Addresses the principles and practices of sound fiscal management for sport and recreational organizations. Covers budgeting, fundraising, traditional and alternative revenue streams, managing expenses, and keys to good financial decision making. 3 credits. Fall II.

**SLM 6200 Legal Issues for Sport Leaders:** Focuses on legal issues regarding the regulation of youth, interscholastic, intercollegiate, and professional sports. Covers tort law, risk management, Title IX gender discrimination, drug testing, and legal issues surrounding amateurism. 3 credits. Spring II.

**SLM 6250 Leading a Diverse Sport Workforce:** The current sports world is one of the most diverse populations of workers and athletes. Studies the relationships of women, racial, ethnic and religious minorities in the sport workplace. Exposes students to practical strategies for facilitating acceptance of diversity within individual and team sports, both as an athlete and as a manager. 3 credits. Spring I.

**SLM 6300 Media Relations in Sport:** Examines the many areas that make up the field of media relations in sport. Special interest will be electronic media, social networking and the roles they play, both good and bad in the sport world's dealings with the media. 3 credits. Summer I.

**SLM 6810 Research Project:** Capstone course designed that provides students who currently work in the sport/recreation industry the opportunity to research, develop and present a self-directed research project which demonstrates their acquired knowledge and professional competence. Students will use analytical abilities as well as writing and presentation skills as they research a relevant topic in the sport management field of study. This research project will be mentored by a graduate faculty advisor. 3 credits. Spring I.

**SLM 6910 Graduate Internship:** Provides students with hands-on experience in a sports organization of their choice. Students will successfully undertake, implement, and complete a timely, industry-specific project in a sports organization, under the supervision of an internship adviser. At the end of the term, students submit a written summary of their final project to the internship adviser and the program director. The internship locations and project(s) must be approved, in advance, by the internship adviser and the Program Director. 3 credits. Spring I.

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