

2020-2021 ACADEMIC YEAR

UNDERGRADUATE COLLEGE CATALOG



Peru
State
— College

PRIDE • EXCELLENCE • RESILIENCE • UNITY

TABLE OF CONTENTS

A WELCOME FROM PRESIDENT HANSON	2
AN INTRODUCTION TO PERU STATE COLLEGE.....	4
ACADEMIC CALENDARS	6
GENERAL ADMISSION INFORMATION	8
EXPENSES AND FINANCIAL AID.....	14
STUDENT SERVICES.....	19
STUDENT RIGHTS AND RESPONSIBILITIES.....	21
NON-ACADEMIC POLICIES.....	24
COLLEGE PUBLIC SERVICES.....	26
UNDERGRADUATE DEGREE AND PROGRAM INFORMATION.....	28
ACADEMIC POLICIES, REGULATIONS AND PROCEDURES	31
REGISTRATION AND WITHDRAWAL POLICIES	42
UNDERGRADUATE DEGREE PROGRAMS.....	45
GENERAL STUDIES.....	47
HONORS PROGRAM	49
INTERDISCIPLINARY STUDIES	51
SCHOOL OF ARTS AND SCIENCES	52
PRE-PROFESSIONAL PROGRAMS.....	102
SCHOOL OF EDUCATION.....	121
SCHOOL OF PROFESSIONAL STUDIES.....	149
COURSE DESCRIPTIONS.....	173
TEACHER OF EXCELLENCE AWARD.....	249
EMERITI FACULTY/FACULTY LISTING	250



A Welcome from President Hanson!

Dear Students,

Welcome to Peru State College! As Nebraska's first college, we have a long tradition of academic excellence in an engaging student-centered environment. Personalized attention, relevant coursework, and flexible scheduling are just a few of the hallmarks of a Peru State education.

In recent years, more than \$85 million has been invested in the infrastructure of our *Campus of a Thousand Oaks* to ensure that students have access to beautiful, world-class facilities.

The College offers engaging educational opportunities in 14 undergraduate programs with 47 options, 20 teaching endorsements, 25 minors, 17 pre-professional programs, 9 online programs, and two online Master's degrees in education and organizational management.

With more than 34 clubs, organizations, music ensembles, theatre productions, intramurals and athletic teams, there are a variety of ways to be actively involved in campus life.

We are proud that you have chosen to be part of the legion of Bobcat students who have called Peru State College home. Congratulations on being part of the tradition that has made this institution great for over 150 years. We are committed to helping you find success as a student and in life so that you can achieve all of your goals.

Your future begins at Peru State College.

Sincerely,

A handwritten signature in black ink that reads "Dan Hanson". The signature is written in a cursive, flowing style.

Dan Hanson, Ph.D.
President



PSC is an equal opportunity institution. PSC does not discriminate against any student, employee, or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title II of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act, Title IX, of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act. Reports regarding discrimination or harassment may be directed to the following Compliance Coordinator. In addition, inquiries regarding non-discrimination policies and practices may be directed to the Compliance Coordinator: Ms. Eulanda Cade, Peru State College, Administration Building, Room 312, PO Box 10, 600 Hoyt Street, Peru, NE 68421-0010, (402) 872-2230, ecade@peru.edu

This catalog contains official information for the 2020-2021 academic year. The College reserves the right to repeal, change, or amend academic and other policies, as well as tuition and fees, and may withdraw, add to, or modify courses and programs at any time.

The College phone numbers are:
(402) 872-3815
(800) 742-4412

The College home page address is: <https://www.peru.edu>

AN INTRODUCTION TO PERU STATE COLLEGE

Peru State's History

Peru State's "Campus of a Thousand Oaks," a member of the Nebraska Statewide Arboretum, is nestled in the hills of historic southeast Nebraska on the Missouri River. The College offers a mix of innovative online and traditional classroom undergraduate and graduate programs, including online graduate degrees in education and organizational management.

Nebraska's first college, established in 1867 as a teacher training school with one building and 60 students, has transformed over the past century and a half into a state-of-the-art institution offering diverse, multifaceted educational programs to around 2,500 students. Peru State has long been a wellspring of leadership, an invaluable resource for communities and businesses, and a source of accomplished graduates known for their excellent education and professional competence. While the College serves students from around the globe, Peru State retains a special commitment to serve the residents and needs of southeast Nebraska and the regional community through education, research, and public service programs.

Mission

Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska and the world.

Vision

Peru State College will be renowned for transforming student lives through a personal and engaged educational experience while valuing

Pride in accomplishment,
Excellence in action,
Resilience in character, and
Unity as a diverse and inclusive community

Values

- **Pride:** We proudly celebrate our history as Nebraska's first college, our heritage of educating all students, and our tradition of scholarly achievement by students, alumni, faculty, and staff. We cherish and enhance the stately Campus of a Thousand Oaks entrusted to us.
- **Excellence:** We pursue excellence through best practices and innovation in scholarship, teaching, research, and student development. We commit to providing exceptional facilities and resources supporting the collegiate experience in academics and student life.
- **Resilience:** We recognize that resilience is a key factor in success. We provide support and encouragement to achieve high standards by cultivating passion and rewarding perseverance.
- **Unity:** We embrace unity as a diverse and inclusive community. We believe in creating a culture of mutual support, acceptance, and respect. We embrace the College's role to lead and model this culture on campus, in the region, and in the world.

Institutional Learning Outcomes

- ***Discipline Mastery (Dispositions, Skills, Knowledge)***

As a result of a Peru State College experience, students will be able to:

- Apply knowledge and use the standards and practices of their major field of study in order to create new insights.
- Demonstrate expertise in their professional area through a cumulative discipline-specific experience.
- Reflect on their own learning process and outcomes to become lifelong learners.

- ***Effective Communication***

As a result of a Peru State College experience, students will be able to:

- Express ideas through both professional and interpersonal communication to convey meaning and influence others.

- Effectively use vocabulary, grammar, and artistic expression in both written and verbal communication through multiple media and modes of communication.
 - Demonstrate active listening when interacting with individuals, groups, and stakeholders.
- ***Critical Literacies***
As a result of a Peru State College experience, students will be able to:
 - Select, evaluate, and ethically use diverse and credible sources as they engage in critical problem solving.
 - Implement strategies to manage personal affairs, time, wellness, and finances.
 - Effectively use technology to advance their personal and professional goals.
 - Analyze data and draw conclusions to make evidence-based decisions.
- ***Interpersonal Relationships and Leadership***
As a result of a Peru State College experience, students will be able to:
 - Engage and collaborate with others to achieve positive outcomes.
 - Establish healthy and mutually-beneficial relationships with others.
 - Develop leadership skills to guide and assist a group, organization, or community in meeting its goals.
- ***Cultural Competency***
As a result of a Peru State College experience, students will be able to:
 - Discover their own identity, beliefs, behaviors, values, and biases to better understand diversity.
 - Develop a mindset for inclusive environments that embraces differences in others.
 - Model respect by engaging in dignified and thoughtful conversations with diverse others.
 - Articulate the benefits and impacts of interactions with diverse populations and cultural experiences.

2020-2021 Academic Calendar Peru State College

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

KEY	
	Session Begin/End
	Commencement
	No Classes
	Last Day to Drop/Add
	Last day to withdraw
	Registration Dates
	Finals

Fall Term 2020 (8/17 - 12/18)

Aug 17	Regular & Term I sessions begin
Aug 23	Last day to drop/add Regular & Term I classes
Aug 31	Payment Deadline - Regular & Term I (late fees after this date)
Sep 7	Labor Day - No Classes
Sep 18	Last day to withdraw from Term I classes
Oct 02	Term I session ends
Oct 05	Term II session begins
Oct 11	Last day to drop/add Term II classes
Oct 19	Payment Deadline - Term II (late fees after this date)
Oct 20-22	Registration for Spring Semester 2021
Nov 06	Last day to withdraw from Regular and Term II classes
Nov 15	Graduation applications for May/August 2021 due
Nov 20	Last instructional date for Regular session classes
Nov 20	Term II session ends
Nov 23-25	Final Exams
Nov 30	3 Week December session begins
Nov 30	Payment Deadline - 3 Week December session
Dec 18	3 Week December session ends
Dec 18	December 2020 Graduation

Spring Term 2021 (01/11 - 05/07)

Jan 11	Regular & Term I sessions begin
Jan 17	Last day to drop/add Regular & Term I classes
Jan 18	Martin Luther King Day - No Classes
Jan 25	Payment Deadline - Regular & Term I (late fees after this date)
Feb 12	Last day to withdraw from Term I classes
Mar 5	Term I session ends
Mar 8-12	Mid-term Break
Mar 15	Term II session begins
Mar 21	Last day to drop/add Term II classes
Mar 29	Payment Deadline - Term II (late fees after this date)
Mar 23-25	Registration for Fall Semester 2021
Apr 2	Last day to withdraw from Regular session classes
Apr 5	Spring Break
Apr 15	Graduation applications for December 2021 due
Apr 16	Last day to withdraw Term II classes
May 3	Last academic/instructional day (no classes)
May 4-7	Final Exam Week
May 7	Regular and Term II sessions end
May 8	Commencement 10:00 a. m.

Summer Term 2021(6/7 - 7/30)

Jun 7	Summer session begins
Jun 13	Last day to drop/add summer classes
Jun 21	Payment Deadline - Summer Classes (late fees after this date)
Jul 9	Last day to withdraw from summer classes
Jul 30	Summer session ends
Jul 30	August 2021 Graduation (formal ceremony in May)

Regular Session (August 17 - November 25)
Term I Session (August 17 - October 2)
Term II Session (October 5 - November 20)
3 Week December Session (November 30 - December 18)

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Academic calendars are subject to change without notice. The College reserves the right to revise or change rules, charges, fees, schedules, courses, requirements for degrees, and other regulations affecting students including, but not limited to, evaluation standards, whenever considered necessary or desirable. The College reserves the right to cancel any course for insufficient registration and to phase out any program. Registration by a student signifies an agreement to comply with all regulations of the College.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty Orientation	8/17	8/16	8/14	8/20	8/19
Classes Begin	8/20	8/19	8/17	8/23	8/22
Labor Day Holiday	9/3	9/2	9/7	9/6	9/5
Fall Mid-Term Break	10/15-10/16	10/14-10/15	N/A	10/18-10/19	10/17-10/18
Fall Break	11/21-11/23	11/27-11/29	N/A	11/24-11/26	11/23-11/25
Last Day of Classes	12/10	12/9	11/20	12/13	12/12
Exam Week	12/11-12/14	12/10-12/13	11/23-11/25	12/14-12/17	12/13-12/16
Fall Commencement	12/14	12/13	12/18	12/17	12/16
	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Classes Begin	1/7	1/13	1/11	1/10	1/9
Spring Mid-Term	3/4-3/8	3/9-3/13	3/8-3/12	3/7-3/11	3/6-3/10
Spring Break	4/22	4/13	4/5	4/18	4/10
Last Day of Classes	4/29	5/4	5/3	5/2	5/1
Exam Week	4/30-5/3	5/5-5/8	5/4-5/7	5/3-5/6	5/2-5/5
Spring Commencement	5/4	5/9	5/8	5/7	5/6

GENERAL ADMISSION INFORMATION

Applying for Undergraduate Admission

The Office of Admissions at Peru State welcomes inquiries and applications from all individuals who wish to pursue their educational and vocational goals.

Peru State is committed to the policy and practice that all persons have equal opportunity and access to programs without discrimination on the basis of race, color, national origin, marital status, gender, age, religion, or disability.

The Office of Admissions provides the following tips for students considering enrollment at Peru State:

Students are encouraged to apply online at <https://www.peru.edu/apply>. All students seeking admission must complete the Application for Admission. Peru State does not charge an application fee.

The College recommends that entering freshmen have completed the following units of course work during their high school program of study: four (4) units of English; three (3) units of mathematics; three (3) units of laboratory science; three (3) units of social studies; additional courses in foreign language, fine and performing arts, and computer literacy.

The Office of Admissions receives and processes all undergraduate and graduate applications and required documentation. Correspondence concerning the admission process and requests for applications should be directed to the Office of Admissions.

High School seniors may submit their Application for Admission and official transcripts any time after the completion of the sixth semester of high school. It is recommended students apply during the first semester of their senior year. Applications for Fall open August 1 of the year preceding fall entry. Spring applications open June 1 of year preceding Spring entry.

All students attending the main campus are required to submit a Health and Counseling form and immunization records prior to registering for classes. Forms can be obtained in your myPSC account.

An official high school transcript documenting the date of graduation and final GPA from that high school must be submitted to Peru State prior to the start of the semester for which admission has been granted. Transfer students who are transferring 30 or more hours are not required to submit an official high school transcript.

All incoming freshmen under the age of 21 and transfer students with less than 30 credit hours and/or under the age of 21 are required to submit an ACT or SAT score. Test scores should be sent to the Office of Admission directly from the testing agency or accompany official high school transcripts. The Peru State test codes are **ACT 2470, SAT 6468**.

All materials submitted as a part of the application process become the property of Peru State and will not be returned to the individual.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, PO Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to admissions@peru.edu.

Notice of Admission

Applicants will receive a letter and email notifying them of their admission status when all documentation necessary for an admission decision has been submitted to the Office of Admissions.

Pursuant to Nebraska State College System Board Policies 3100 and 3200, Peru State College may deny or condition admission, readmission, or continuing enrollment of any individual who, in the judgement of the College, presents an unreasonable risk to the safety and welfare of the College and persons thereon.

The student application includes a question asking if a student has ever been convicted or a law violation or adjudicated under the jurisdiction of a juvenile court for an act that resulted in probation, community services, a jail sentence or revocation or suspension of a driver's license. If a student selects "yes" they will be asked to provide an explanation as part of the admission process. Answering "yes" is not an automatic disqualification of admission. The explanation will be reviewed by the Director of Admissions and the student will be notified once it is complete.

Admission may be revoked if granted on the basis of false information willfully submitted, or if facts required in the application process are intentionally concealed or omitted.

Mid-Year Admissions

Students who complete high school at mid-year or high school graduates and all other accepted applicants who would like to begin their college education mid-year may enter Peru State at the beginning of the spring semester. Transfer students will find the transition to Peru State at mid-year minimally disruptive to their educational plans.

Application Submission

Submit an application at www.peru.edu/apply. Create your own log in credentials to access the application. Complete, in all honesty, all information asked on the application to Peru State. The application may be started and saved to complete at a later time by logging back in.

Student ID Account

All students applying to any of the Nebraska State Colleges (Peru State, Chadron State or Wayne State) or any institution in the University of Nebraska System (University of Nebraska- Lincoln, Kearney, Omaha, UNMC, or Nebraska College of Technical Agriculture) will be assigned a Nebraska Unique Identity (NUID) number. This eight (8) digit number will be provided to you through TrueYou (Identity Management System) following the completion of the application for admission. You will receive an email with your NUID and instruction on claiming your NUID credentials. You will use the same NUID for any campus listed above that you apply to.

You may recover your NUID number by going to <https://trueyou.nebraska.edu/> or by calling the Office of Admissions and answering identifying information. Your password may be reset by first following the “forgot password” prompts located on the myPSC log in page.

Applications are received the next business day after submission at which time the student’s myPSC To Do List is updated. Until that time, a general To Do List is generated which may not reflect all required documentation for admission.

It is highly encouraged students monitor the myPSC To Do List and complete any outstanding items to progress their admission to Peru State.

Admission Requirements

Freshmen

Freshmen are students who have not previously attended college or who have attended college while still in high school. Freshman applicants who have graduated from an accredited high school will be admitted to Peru State. Freshman applicants who are under the age of 21 are required to take the ACT or the SAT prior to attending.

For students with a non-traditional or home school education, the College accepts the successful completion of the General Education Development (GED) test, or a composite score of 18 on the ACT or 870 on the SAT (excluding writing score) in lieu of a formal high school diploma.

Application Process:

1. Submit a completed [Application for Admission](#). Peru State does not charge an application fee.
2. Request to have your high school records office mail an official transcript to the Office of Admissions. Upon graduation from your high school, we require a final high school transcript that includes your date of graduation and cumulative GPA. For non-traditional or home school education, submit in-progress transcript.

-or-

Request to have an official copy of GED scores (proof of high school graduation) sent directly from the testing center to the Office of Admissions. In order for the GED score to be official, students must either be 18 years of age or their high school class must have graduated.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, P. O Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to admissions@peru.edu.

3. Have the results of your American College Test (ACT) or Scholastic Aptitude Test (SAT) sent to the Peru State Office of Admissions. This can be done by indicating Peru State when you take the test or by contacting the appropriate testing agency. Peru State’s testing codes are ACT - 2470 and SAT - 6468. First time freshmen who have reached the age of 21 prior to the first day of classes are exempt from this requirement.

4. Submit health form and immunization records
 - a Complete and submit the [Peru State College Health and Counseling Form](#)
 - b Submit a copy of your immunization records showing proof of two MMR vaccinations

Transfer Students

Transfer students are those that have enrolled in at least one college course following high school graduation. Transfer students not on current academic or disciplinary suspension from their previous institution are eligible for admission to Peru State. Transfer students interested in attending Peru State should submit their completed application materials to the Office of Admissions.

Application Process:

1. Submit a completed [Application for Admission](#). Peru State does not charge an application fee.
2. Request to have official transcripts from all post-secondary institutions attended sent to the Office of Admissions (transcripts submitted by the student are not official and will not be used for final admission or for evaluation of transfer credit). The transcript should show work attempted and completed for all terms attended up to that point. The student must also request that the institution send an official copy of the final transcript after the current term is completed.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, P. O Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to admissions@peru.edu.

3. Students who have not completed 30 transferable hours must also submit official copies of their high school transcripts. Students under the age of 21 are required to submit their ACT/SAT scores.
4. Submit health form and immunization records
 - a Complete and submit the [Peru State College Health and Counseling Form](#)
 - b Submit a copy of your immunization records showing proof of two MMR vaccinations

When deemed appropriate, the Director of Admissions may admit a transfer student with less than a 2.0 cumulative GPA. Students with less than a 2.0 will be admitted on a probationary basis. In addition to the Application for Admission, applicants for probationary admission must:

- complete a probationary contract found in “to do” list/checklist in myPSC account.
- take no more than 13 semester hours in the first term of attendance.

Transfer student applicants with less than a 2.0 transfer GPA who do not agree to these conditions will be denied admission.

If admitted on probation the student must complete at least six hours and earn a semester GPA of 2.0 or better to continue attendance. Transfer students admitted on probation will be suspended if, after the first semester at Peru State, their GPA is less than a 2.0.

Transfer of Credit

After the student has provided all official final transcripts, the College will complete an official evaluation to identify the applicability of previous work to the student’s expressed major and degree program.

A maximum of 90 semester credit hours from an accredited four-year college or university and extra-institutional sources may be applied toward the minimum 120 semester hours required for a Bachelor’s degree. Of these 90 semester hours, a maximum of 66 semester credit hours may be from a community/vocational/technical college or other extra-institutional sources. To be considered for possible transfer, courses must have been completed with a grade of “C” or higher. All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.

Students who seek admission and are accepted while on probation from their last college are placed on probation and are subject to all Peru State policies of probation.

Students who have been suspended from another college will not be considered for admission until the period of suspension at their previous institution has expired and the facts of the dismissal are provided.

Students who discontinue their attendance at Peru State and then attend another college or university before seeking readmission are classified as readmit transfer students.

Readmission

Readmission is for students who have previously attended Peru State but have interrupted their enrollment. All undergraduate students who previously attended Peru State and withdrew or discontinued their studies for two semesters or more (summer term excluded) and all post-graduate students seeking an additional academic program must apply to the Office of Admissions for readmission. Students suspended for academic or disciplinary reasons must also reapply. Students who discontinue attendance at Peru State and attend another college or university are considered transfer students and must satisfy the transfer student requirements for readmission.

Students are readmitted for the semester or summer term they wish, provided they left the College in good standing. Students who interrupted their studies and who were on academic probation will be readmitted on probation provided they are in good standing with the College.

Students who are academically suspended from Peru State will not be considered for readmission for one full semester, not including summer term. A new application for admission is not required unless a student has enrolled elsewhere between enrollments at Peru State. Please refer to the Academic Probation and Suspension portion of the Catalog.

With the exception of teacher education candidates, readmitted students may graduate under the same catalog in effect at the time of their first admission, provided they graduate within seven (7) years of their initial enrollment to Peru State. For teacher education candidates, absence for longer than one semester may require the student to meet current requirements for degree and certification. If the student took courses from another institution prior to being readmitted, the student is considered a transfer student and will be guided by the current College catalog.

Application Process:

Submit a completed [Application for Admission](#). Peru State does not charge an application fee.

If you have attended any post-secondary institutions since leaving Peru State, request to have official transcripts sent to the Office of Admissions. For a transcript to be considered official, it must bear a school seal and be sent directly to the Office of Admissions by the other institution.

Students Seeking an Endorsement or Certification Application Process:

1. Submit a completed [Application for Admission](#). Peru State does not charge an application fee.
2. Provide Supporting Documentation
 - a Student Seeking Initial Teaching Certificate
 - i Request to have official transcripts for all post-secondary institutions attended sent to the Office of Admissions (transcripts submitted by the student are not official and will not be used for admission or official evaluation of credit.) The transcript should show work attempted and completed for all terms attended up to current enrollment. A final transcript will be required for any transcript showing in-progress work.
 - b Student Seeking Endorsement
 - i Request to have official transcript from post-secondary institution in which bachelor's degree was/will be earned. A final transcript will be required for any transcript showing in-progress work.
 - ii Submit copy of teaching certificate.
3. Submit health form and immunization records
 - a Complete and submit the [Peru State College Health and Counseling Form](#)
 - b Submit a copy of your immunization records showing proof of two MMR vaccinations

International Students

International students at Peru State make an important contribution to the campus environment by bringing a global perspective to the classroom and cultural diversity to the social and cultural life of the College. International students planning to enroll in courses on campus are strongly encouraged to apply before the deadlines (listed below) to allow time to complete application requirements.

Receipt of application materials after listed deadlines may result in a delayed enrollment date.

Fall Semester - June 1	Spring Semester - November 1
-------------------------------	-------------------------------------

Application Process:

1. Submit a completed [Application for Admission](#). Peru State does not charge an application fee.
2. Declare your intended major on the Application for Admission.
3. Submit official transcripts of all academic work. These include:

- a. Secondary school records. Send a complete, year-by-year, official record of all schooling beyond the ninth year of education, including any certificates or diplomas earned. An English translation is required in addition to the originals and must be completed by a credible transcript translation organization.
- b. College or university records (if applicable). Send a complete, year-by-year, official record of academic performance for all post-secondary schooling including any certificates or diplomas earned. An English translation is required in addition to the originals and must be completed by a credible transcript translation organization.

Note that for admission to Peru State, average marks during schooling and on final examinations must be a minimum 2.0 grade point average in the Peru State grading system. In the Peru State grading system, A is 4.0, B is 3.0, C is 2.0, D is 1.0, and F is 0.0.

International students may need to send their transcripts to an international credentials evaluation service for evaluation. If this is necessary, the item will be requested through the student's myPSC To Do List. The cost will depend upon the type and complexity of the evaluation and is the responsibility of the student. Evaluation services accepted by Peru State include InCred (preferred method) and any member of NACES. Beginning Fall 2021 all international athletes will need to have their documents reviewed by InCred.

4. Provide evidence of English language proficiency. Students must provide proof of English language proficiency in one of the following ways:
 - a. Official TOEFL (Test of English as a Foreign Language) score report showing a minimum score of 550 on the paper based test with no section score lower than 56 points or 79 internet-based test with no section score lower than 22 points. Scores must be within the past two years to be official.
 - b. Official IELTS score report showing a minimum score of 6.5 Scores must be within the past two years to be official.
 - c. Citizens of Canada, Australia, England, Ireland, New Zealand, Scotland, or Wales are exempt from this requirement.
5. The College recommends but does not require submitting American College Test (ACT) or Scholastic Assessment Test (SAT) score to the Office of Admissions. The test scores will not be used in determining admissions to the College, but will be used for awarding scholarships and/or advising purposes.
6. Complete the Peru State Health and Counseling Information Form. This information is not used to evaluate an applicant for admission to College. The completed form is part of your confidential medical history which is used should medical treatment become necessary. **Proof of medical immunizations is required for admission.**
7. Complete the Peru State Statement of Financial Support. This form is available through myPSC. Students must submit a completed form along with documentation from a financial institution showing the availability of financial support for the dollar amount indicated on the form for the first year at Peru State.

Upon admission to Peru State, the student will be sent a Form I-20 45 days prior to the start of the term. The prospective student then takes the I-20 and other supporting academic and financial documents to the nearest United States embassy or consulate to apply for an F-1 (student) visa.

International students will be invited to set up an account with EShip Global to ship their admissions materials and I-20 once admitted to the College.

Personal Enrichment or Recertification

Students not pursuing a degree program may take courses at Peru State after completion of an application. Courses may be taken on campus or online and may be earned prior to high school graduation or to supplement degree completion at another institution. Previous academic transcripts and standardized test scores are not required. **Students taking courses as non-degree seeking students cannot receive financial aid.**

Application Process:

- Submit a completed [Application for Admission](#). Peru State does not charge an application fee.
- Course enrollment requiring prerequisite may require additional information, such as a transcript.

Nebraska State College System Joint Enrollment

The Nebraska State College System offers an opportunity for students enrolled at either Chadron State, Peru State or Wayne State College to enroll in courses with one of the other State Colleges. Complete the [Joint Enrollment Application](#). The "home"

institution will notify the “host” institution of the student’s good standing and the “host” institution will enroll the student in the course(s) indicated on the Joint Enrollment Application.

Dual Enrollment

The Dual Enrollment Program is a partnership between Peru State and participating high school districts. Peru State’s Dual Enrollment programs are intended to meet the needs of academically advanced and motivated high school students by providing access to college level courses. The program is divided into two components: traditional and online. Traditional courses are taught in the high schools by teachers with qualifications meeting the requirements of the College’s academic departments. The online component allows high school students to participate in Peru State’s courses offered via Internet by the College’s faculty members. Students in the classes will typically meet all of the following requirements:

1. Be juniors or seniors;
2. Be chosen carefully and recommended by the high school academic staff;
3. Meet the prerequisites of the courses;
4. Have a cumulative grade point average of “B” or its equivalent or better; or rank in the top half of their high school class; or earn an ACT composite score of at least twenty (20) or an equivalent score on another valid assessment.

Application Process:

Complete the [Application for Admission](#) . Peru State does not charge an application fee.

Parent authorization and counselor approval documents will be requested.

EXPENSES AND FINANCIAL AID

Tuition and Fees

Tuition, fees, room and board expenses are proposed by Peru State College and approved by the Board of Trustees of the Nebraska State College System. We reserve the right to change tuition, fees, and other charges at any time. Refer to the College website at www.peru.edu/businessoffice for the most current rates for tuition, fees, room and board. Additional expenses for books, supplies, travel, and personal items varies for each student.

Tuition and fees, room and board charges must be paid each term by the published payment deadline. Refer to the College website at www.peru.edu/businessoffice for billing and payment information. The due date for semester charges may also be found in myPSC > Student Accounts > Account Activity. Past due accounts not paid by the end of the fourth week of the term are subject to administrative withdrawal.

Aid Adjustments Due to Enrollment Changes/Ceasing to Attend

Aid (Grants, Loans, Workstudy, Scholarships...) are based on enrollment and attendance. Dropping a course, repeating a course, withdrawing from part or all courses, and/or ceasing to attend any/all courses may reduce how much aid a student is eligible for. Adjustments for individual course changes are processed throughout the semester. Adjustments for full withdrawals, or for students who cease to attend, are made within 30 days of the school being aware of the situation. A Return of Title IV funds calculation will be completed and students are notified of changes in amounts of federal aid. The recalculation of funds may result in a balance due to Peru State College, the Federal Government, and/or an outside donor/ agency.

Veterans Benefits and Transition Act

"Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Peru State College will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Peru State College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Peru State College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Peru State College will not require 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 Peru State College due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA."

Applying for Financial Aid

Financial aid is available to most students planning to attend Peru State. Financial aid consists of scholarships, grants, work-study, and loans. At Peru State, aid is awarded to students based on qualifications and/or financial need. To be awarded Title IV Federal Financial Aid, a student must apply for admission in a degree seeking program, and complete a Free Application for Federal Student Aid (FAFSA) form. The FAFSA form determines a student's eligibility for the various aid programs. For more information on the financial aid application process, please visit the College's website. <https://www.peru.edu/financialaid> Students can monitor their financial aid status and awards through their myPSC.

Federal and State Financial Aid

A student must complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for federal financial aid. Students are encouraged to file their FAFSA two to three weeks after electronically filing their federal tax returns. It is recommended that students file their FAFSA by March 1st.

- **Pell Grants** - The results of the Free Application for Federal Student Aid - (FAFSA) determine Pell Grant eligibility.
- **Supplemental Educational Opportunity Grant** - These grants are awarded to students with exceptional financial need. The student must also be Pell eligible.
- **Federal Work-study** - Work-study is a need-based program. The intent of work-study is to allow a student an opportunity to earn funds to help with college expenses and to reduce a student's loan debt. A student can work a maximum of 20 hours per week.
- **Federal Direct Loans Programs** - Loans included in this program consist of Subsidized and Unsubsidized Stafford Student Loans and Parent PLUS Loans. These are long-term low interest loans made available to students and/or parents. Student loan amounts vary depending on grade level and enrollment level.
- **State Grant Programs** - The recipient must show substantial need, and be a Nebraska resident. This award must be approved by state officials before it can disburse to the student's account.
- **The Teacher Education Assistance for College and Higher Education (TEACH) Grant program** – This program provides grants for students who agree to serve as full-time teachers in a high-need field for four years of public or public school that services students from low-income families. Students must complete the FAFSA, be enrolled in a TEACH-Grant eligible program, and maintain a cumulative GPA of at least 3.25.

Requirements for Financial Aid

Financial aid awards are determined based on an academic year. Generally, amounts are credited equally per term of enrollment to the student's bill. At the end of each term of enrollment, the Financial Aid Office will review academic records to ensure financial aid recipients are making satisfactory academic progress. It is important to note that changes in academic load (e.g., dropping, retaking, not attending, and or participating or withdrawing from a class) may impact a student's financial aid.

Satisfactory Academic Progress Standards for Financial Aid

Federal financial aid regulations require Peru State College to establish and enforce standards of Satisfactory Academic Progress (SAP). SAP is checked the first time a student applies for financial aid and prior to aid disbursement each term.

When SAP is checked for a student, all prior semesters of attendance are considered, even if the student did not receive financial aid for prior semesters.

Requirements

There are 3 requirements for Satisfactory Academic Progress:

1. **Cumulative Grade Point Average (Cumulative GPA)**
 - a. Undergraduate 2.00
 - b. Graduate 3.00
2. **Cumulative Credit Completion Rate (Cumulative Pace)**
 - a. Cumulative pace is measured by dividing the cumulative number of completed credits by the cumulative number of attempted credits.
 - b. Students must maintain a minimum cumulative pace of 67%. For financial aid purposes, a course is considered completed if a grade of A, B+, B, C+, D, D+, D, or CR is earned. Grades of F, NR, I, and W are considered attempted but not completed.
3. **Maximum Attempted Credits Limit**
 - a. The maximum time frame for completing a degree is limited by federal regulations to 150% of the published number of credit hours required to complete the degree program.
 - i. Undergraduate degree attempted credits limit: 180 attempted credits
 - ii. Graduate degree attempted credits limit: 54 attempted credits

Completed credits, transfer credits, College Level Examination Program (CLEP) credits, dual enrollment credits, and courses with grades of F, NR, I, and W all count towards the maximum attempted credits limit. The maximum attempted credits limit for students pursuing teacher certification or recertification will be determined on an individual basis.

SAP Statutes

Meets SAP

The Meets SAP status is assigned to students in two circumstances: 1) it is the student's first semester at Peru State and 2) when after their most recent semester, they meet all 3 standards of Satisfactory Academic Progress.

Warning

Students are placed on Warning status when, after their most recent semester of attendance, they are deficient in either their cumulative GPA, their cumulative Pace, or both. Students on Warning status are eligible to receive financial aid.

Suspension

Suspension status is assigned to students in three circumstances: 1) the student was on Warning status and at the end of their warning semester, they do not meet the standards for cumulative GPA, cumulative Pace, or both, 2) the student has reached the maximum attempted credits limit, and 3) the student has not yet reached the maximum attempted credits limit, but it is not possible for the student to complete their program prior to reaching the maximum attempted credits limit.

There are two ways students with Suspension status can earn reinstatement: 1) secure approval of an appeal (details below) or 2) pay on their own for one or more semesters until they meet all three satisfactory progress requirements, then notify the Financial Aid Office.

Probation

When a Satisfactory Academic Progress appeal is approved for a suspended student, the student is placed on Probation status and will be eligible to receive aid during the probationary semester(s). Students on probation are placed on a monitoring plan and are required to achieve a minimum semester GPA of 2.00 undergraduate/3.00 graduate and complete a minimum of 100% of all attempted credits for the semester. Students who meet the probation requirements, but still do not meet all of the Satisfactory

Academic Progress requirements, will have their probation extended to their next term of enrollment. There is not a limit on the number of consecutive terms a student can be on Probation status.

Appeal Process

Students placed on Suspension status due to their cumulative GPA, their cumulative course completion rate, or both, have the right to submit an appeal based on mitigating circumstances (unusual or extraordinary circumstances beyond their control that the student could not have planned for). Submission of an appeal is not a guarantee of approval. Suspension for the maximum attempted credits limit (either the student has reached the maximum attempted credits limit or it is determined that they cannot complete their program within the maximum attempted credits limit) have the right to an appeal based on special circumstances.

Appeals must include the following:

1. Satisfactory Academic Progress Appeal Form (www.peru.edu/financialaid/sap)
2. A written statement explaining: 1) the mitigating circumstance(s) that prevented the student from meeting SAP requirements, and 2) what has changed in the student's situation that will allow for a higher cumulative GPA, a higher course completion rate, or both by the end of the next SAP evaluation period.
3. Third-party documentation that supports the information in the student's written statement (e.g., medical documents, obituary notices, legal documents, police reports). Statements from friends and family cannot be considered.

Maximum Time Frame Appeal www.peru.edu/financialaid/sap

Attach a personal statement explaining why you have accumulated and/or attempted excess units for your degree. If you have taken or plan to take courses that are not required, give your reasons for taking them. Indicate if you have changed your major or program and if so, why.

Examples of mitigating circumstances include, but are not limited to: Serious injury or illness of the student, spouse, or child; death of a family member.

Examples of circumstances that are NOT mitigating include, but are not limited to: Problems accessing required books and supplies, personality conflicts with instructor, transportation problems, loss of child's day care provider.

Treatment of the Following Types of Courses for SAP

- Repeated Courses: Repeated courses count as attempted credits and, when passing grades are received, they also count as completed credits.
- College Level Examination Program (CLEP): CLEP courses count as both attempted and completed credits.
- Transfer Courses: Credits transferred to PSC from another institution count as both attempted and completed credits.
- Dual Credit-Courses: Dual credit courses count as attempted credits and, when passing grades are received, they also count as completed credits.

Scholarships

- **Clifford Harding Work Stipend**

The Clifford Harding Work Stipend is awarded to select sophomores, juniors or seniors. Positions are available in the School of Education, the School of Professional Studies, the School of Arts and Sciences, Admissions, the Library, the Center for Achievement and Transition Services, and other offices with the recipients determined by each respective area. Applications are available in the various offices upon request. Funding for the Harding Work Stipend is provided through the Peru State Foundation.

- **Institutional Scholarships**

The Office of Admissions awards scholarships to new freshmen and transfer students. The Financial Aid Office awards need-based scholarships and continuing students scholarships. Returning students must complete a Returning Student Scholarship Application to be considered for scholarships. This application is available in February via MyPSC.

- **Peru State Foundation (PSCF) Scholarships**

The Peru State Foundation administers various scholarship funds and other student aid provided thanks to the generous support of alumni, friends, corporations, and foundations. PSCF scholarships are awarded on the basis of academic achievement, financial need or other criteria specified by the donor. Typically, one-half of the total amount of the scholarship is awarded each semester.

The Peru State Foundation was organized in June, 1955, and incorporated as a non-profit corporation for educational and charitable purposes in May, 1962.

Room and Board

The term of a room and board housing agreement is one full academic year, effective with fall term and ending after spring term. Completion of a housing agreement and a housing application is required prior to moving into campus housing. The College Housing Agreement Contract may be found at www.peru.edu/residencelife/forms. The Housing Application may be completed online at www.peru.edu/residencelife/housing-application or through MyPSC. Applicants are charged a one-time non-refundable Room Reservation Processing Fee of \$50 that is required at the time of application. Online payment may be made through MyPSC with card payment or banking information. Room keys will not be provided unless the fee has been paid. Any damages to a room will result in charges assessed to a student's account at the conclusion of the occupancy.

Room and Board Refunds

Students who withdraw from college or whose housing contract is cancelled during the first week of class will receive a 100% refund. Students who withdraw from college or whose housing contract is cancelled after the first week of class will receive pro-rated refunds of their room and board charges through the eighth week of school. After the eighth week of school, there will be no refunds issued for room and board charges. Students must officially check out of the residence halls within 48 hours of withdrawing. A partial week shall be considered a full week for pro-rating purposes. The week begins on Sunday and ends on Saturday. Contracts which are cancelled for violation of the student code of conduct will not receive refunds for room and board.

Important Notice

Financial Aid Warning, Probation, and Suspension are completely different than Academic Contract, Probation, and Suspension. Appeals submitted for financial aid Satisfactory Academic Progress do not affect Academic Contract, Probation and Suspension, which has a separate appeal process. Approval of an Academic appeal does not guarantee approval of a Financial Aid appeal.

Federal Title IV Funds Refund Policy and Procedures

If you completely withdraw from PSC and you are a financial aid recipient, a portion of your financial aid must be returned to the Department of Education. This is part of the USDE guidelines for the Return of Title IV Funds requirements. Financial Aid recipients officially or unofficially withdrawing from Peru State College prior to the expiration of 60% of the payment period (semester), the Return of Title IV requirements apply to you. For more information on the Return of Title IV refund policies, please contact the Financial Aid Office. If you officially or unofficially withdraw after 60% of the payment period, you are considered to have earned 100% of your financial aid received.

Refunds of tuition, fees, on-campus room and board charges will be calculated based on the number of days remaining in the semester at the time of the withdrawal. Financial aid refunds received for other educational expenses will be calculated based on the number of days remaining in the term at the time of the withdrawal. Refunded amounts are considered unearned financial aid and must be returned to the appropriate financial aid programs. Students are responsible for returning the amount owed. Failure to repay the amount owed will result in future financial aid ineligibility and possibly having your account turned over to the United States Department of Education. The refunded amounts will be returned in the following order:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Direct PLUS loan
4. Federal Pell Grant
5. Federal SEOG
6. Other Federal Financial Aid

NOTE: If you are a financial aid recipient, both the PSC and Federal Refund policies apply to you. You may end up owing both Peru State College and the USDE if you officially or unofficially withdraw from Peru State College. If you end up owing money to the USDE, you may no longer be eligible for future Student Financial Aid at any other institution until this money is returned. If you are planning to completely withdraw, we encourage you to explore your options before making a final determination, to avoid unforeseen consequences.

Post Withdrawals/Disbursements

If you are a financial aid recipient and officially or unofficially withdraw from PSC, you may be eligible for Post Withdrawal of federal aid funds if they have not yet been applied to account as of the day you withdraw. You will be notified by hard copy letter within 30 days from your withdrawal date if you are eligible and any obligations you may have that pertain to those funds not yet disbursed.

Notification of Repayment

As a financial aid recipient who officially or unofficially withdraws from PSC prior to the 60% of the enrollment period, you may be responsible for returning funds to the Federal Government based on the Return of Title IV calculation which is the formula that determines the amount of money to be returned. In addition, you may be required to pay PSC money that PSC had to return on your behalf. You will be notified by hard copy letter within 30 days of your repayment obligations. Repayment obligations must be satisfied within 45 days from the receipt of your notification letter. You will be eligible for financial aid within this 45-day period but eligibility will be discontinued on the 46th day unless the repayment is satisfied. The notification letter provides the terms for satisfying the repayment and the consequences for failing to repay.

STUDENT SERVICES

The Student Handbook is a guide for college success, college services, campus living, and student conduct. The Student Handbook is available on the College's website and is also included in the Student Planner. Students are expected to acquaint themselves and comply with the rules and policies in this Catalog and the Student Handbook.

Center for Achievement and Transition Services

In providing resources and support for academic success, the Center for Achievement and Transition Services (CATS) cultivates engagement in learning, investment in career goals, and persistence in college. In the centrally located CATS building, Peru State students enjoy no-cost access to a full complement of academic support services, such as workshops, tutoring, counseling, testing services, career services, academic guidance, campus information, leadership opportunities, and disability accommodations. With its lounge area, tutoring labs, computer labs, open study areas, quiet study rooms, and direct access to the library, the Center is the perfect place to study between classes. The Center's facilities and dedicated staff members are great resources for enriching your academic experience.

Clubs and Organizations

Peru State is home to a variety of clubs and organizations, most of which are open to all PSC students. For details regarding each of these clubs please contact the Student Activities Coordinator or visit www.peru.edu/student_activities.

Counseling

Students sometimes feel the need to seek assistance in dealing with issues whether they are personal, vocational, educational, or social. Licensed Student Counselors are on staff on the second floor of the Center for Achievement and Transition Services during regular workweek hours. The counselor's services are available to all Peru State students at no charge. Appointments are made by the counselor, and drop-ins are welcome when the counselor is not already in session. Distance learners may request counseling via telephone or Skype. To contact the counselor for an appointment, students can call 402-872-2425.

Judicial Affairs

Judicial Affairs is an integral part of fostering student growth and development at Peru State. The Office of Student Life implements and manages the judicial affairs system which oversees non-academic student misconduct as stipulated by the Nebraska State College System Board Policies. The basic philosophy of the Peru State judicial system is educational and developmental in nature. Respect for the student, honest dialog, and an objective consideration of all evidence and testimony is critical to the process. The key to effective disciplinary counseling includes: assist the student in understanding the inappropriateness of his/her actions and the ways in which such actions negatively impact other individuals and/or the community; and to help the student identify and learn more effective methods of judgment and action in the future.

Living Learning Communities

Living-Learning Communities (LLCs) provide opportunities for students to live in close proximity with other students who share similar interests. Some LLCs also include classes in which students in the community enroll. Check the Student Life website for information about current LLC opportunities.

Music Organizations

The **College Band** was established in 1889, making it the second oldest existing band in Nebraska. Membership is open to all students and represents a true cross-section of the Peru State student population. The College band plays many roles throughout the year, serving as a marching band, a pep band, and as a concert band. The College Band emphasizes the study and performance of traditional and contemporary band literature in a variety of styles, and provides personal musical growth opportunities for its members through participation in performances of the highest level.

The **Concert Choir** is open to all students with previous choral experience. This group presents two on-campus concerts per semester and makes an annual tour of area high schools. The group performs music from diverse musical periods including some major works. Students with previous choral experience can simply sign up for Music 102. A student does not need to be a music major to participate in any of the choirs or to audition for vocal music scholarships.

The **Hoyt Street Jazz Ensemble** is the premier instrumental organization on campus, keeping an active performance schedule which includes conducting clinics and concerts throughout Southeast Nebraska. The Jazz Ensemble puts a high emphasis on improvisation and performs music from all styles, from the more traditional jazz forms to more popular forms of American music. The group tours annually. Membership is open to all Peru State students through a competitive audition process.

The **Women's Choir** is open to all females on campus without audition. The choir performs a broad range of music, from classical to pop, and Broadway to 20th Century. Rehearsals are Tuesday and Thursday from 12:30-1:45 pm in the Jindra Choir Room.

The **Prestige Show Choir** is open to all students by audition in the fall. Prestige presents popular and Broadway musical selections in a choreographed show style. Prestige performs at the High School Show Choir Festival, at all on-campus choir concerts, and on the annual choir tour of area high schools. The group does additional concerts on and off campus.

The **Peru State NAFME-C (formerly MENC) Chapter 208** is open to all students interested in music. The club annually sponsors instrumental and music festivals, as well as other musical productions.

Photography Policy

All students and alumni are advised that the Peru State Marketing and Communications Office take photographs and videos of students throughout the year. These photographs and videos often depict students in classrooms, study areas, residence halls, and at athletic events and Peru State related activities. Peru State reserves the right to use these photographs and videos as a part of its publicity and marketing efforts. Students who enroll at Peru State do so with the understanding that these photographs and videos might include their names, pictures, and voices. Such photographs or videos might be included, published or used in Peru State publications, including print, broadcast or electronic media, for publicity, commercial or marketing purposes. Enrollment at Peru State constitutes students' consent to the inclusion, publication or use of their names, pictures, and voices in Peru State publications, both printed and electronic, without compensation.

Publicity

News releases about Peru State students (including but not limited to scholarship notices, academic honors, athletic distinctions, etc.), and in some cases photographs, will be submitted by the Peru State Marketing and Communications Department to appropriate media outlets based on a student's permanent address. Students must specify at the time of registration if they do not want to participate.

Student Success Services

Student Success Services (SSS, a federally funded TRIO-Student Support Services project) is committed to increasing the retention and graduation rates of low income and first generation college students, and individuals with disabilities. By providing a supportive network of intensive individualized services, proactive peer leadership, and facilitative campus connections, the project helps bridge gaps in experience and bolsters academic success. Services include academic monitoring and support, individualized tutoring, peer mentoring, and cultural enrichment activities. Staff members provide professional assistance for improving study skills, securing financial aid, managing money, adjusting to college, exploring career options, and preparing for employment and/or graduate school. Participants also enjoy the camaraderie of a supportive community of learners.

Application to participate in SSS is voluntary, and admittance is based on federal eligibility criteria and availability of openings. For more information, please inquire at the Center for Achievement and Transition Services (CATS) or call 402-872-2377.

Vehicle Registration and Parking

Students must register their motor vehicles with the Campus Security office if they plan to operate or park them on campus. Vehicles are defined as all petroleum powered vehicles such as automobiles, motorcycles, or motor scooters. Only vehicles with valid permits and proper identification are allowed to park in residence hall lots and other designated campus parking areas. Students should not park in the residential areas adjacent to the campus.

STUDENT RIGHTS AND RESPONSIBILITIES

ADMINISTRATIVE WITHDRAWAL

Students will be administratively withdrawn from college if:

- The student account balance is not paid in full by the end of the fourth week of the term, or
- The student/parent is not currently paying on a payment plan, or
- The student has not completed the financial aid process in order to receive funds to cover their account balance.

EDUCATIONAL COMMUNITY

All members of the academic community have the responsibility to create and support an educational environment which will achieve the basic purposes of an institution of higher learning. Each member of the community should be treated with respect and dignity. Each has the right to learn which imposes a duty not to infringe upon the rights of others.

The academic community environment is designed to encourage a variety of thoughts, behaviors, and values within the educational goals of the community. An important aspect of the community is the recognition of differences between individuals. In all instances, including informal College activities and associations, each individual should be treated in a fair and unbiased manner. Each member of the academic community shall actively encourage practices that insure all persons are welcome at the Colleges and are extended all the privileges of the academic community to which they are entitled.

STUDENT RIGHTS

Freedom of Expression

Students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in a classroom should contribute to the learning process.

Instructional and Grading Procedures

The faculty determines the character of courses which includes content and instructional and grading procedures. Students have the right to be informed at the beginning of each course of the nature of the course, course expectation, evaluation standards, and the grading system.

Each student has the right to a course grade based upon a sound academic evaluation and upon a specified grading procedure. A student has the right to receive upon request a clarification of the grade received. The faculty of each department, school, or program shall provide a committee to consider the appeal of those cases in which a student feels the performance evaluation exhibited prejudice or bias and was based on factors other than student performance. Colleges shall provide standing committees to consider cases in which the student or faculty member chooses to appeal the initial decision. Any of these committees shall have the authority to recommend, to the Vice President of Academic Affairs, changes in the grade based upon its findings.

Faculty-Student Consultation

Faculty should be available on a regular basis for consultation with students. Students may ask for an evaluation of their performance during the progress of a course. If a student conveys information of a confidential nature to a member of the faculty, this confidence should be respected.

Student Evaluation of Instruction

Students can contribute significantly to the evaluation of instruction. The faculty has the obligation to solicit students' evaluation of their educational efforts and to make changes in accordance with their best judgment. To assist the faculty in the task of providing the best possible education, students should express their reactions and opinions about quality and relevancy of the instruction to the department or College involved. Each College should establish a standing procedure through which student evaluations can be expressed.

Rights and Responsibilities in Other Instructional Settings:

Freedom of Expression

The acquisition, understanding, and interpreting of knowledge can be facilitated by the study and evaluation of controversial issues and positions. Free expression in the academic community shall not be abridged by special restrictions or censorship on publications, speakers or broadcasting. Any student group shall be allowed to invite and hear any person of its own choosing. Those procedures required by the institution before a guest speaker appears on campus should insure orderly scheduling of facilities and adequate preparation for the event. The event should be conducted in a manner appropriate to an academic community. The institutional control of College facilities should not be used as a device of censorship.

It should be made clear to the academic and larger communities that sponsorship of events and speakers does not necessarily imply approval or endorsement of the views or actions by either the sponsoring group or the College. Participation in the exchange of ideas through these media is a normal expectation of the academic community. See **Board of Trustees Policy 3250 Student Rights and Responsibilities**

Student Organizations

Each of the Colleges shall have structured student organizations, including an organized student government, which shall be the principal entity for student participation in the decision-making process of the College. All recognized student organizations shall have a charter agreement and/or constitution that is approved by the Student Senate and the Vice President responsible for student affairs.

Students shall be encouraged to participate in the student organizations.

All applicable state and federal laws and regulations, Board policies and College rules shall be followed in the operation of all student organizations. At no time will membership requirements or an organization's activities violate the College's non-discrimination policy.

For additional policy information, see **Board of Trustees Policy 3300 – Student Organizations**

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records. The Act provides for a student's right to review education records, the right to seek to amend those records, and to limit certain disclosures of information from records.

Colleges may disclose directory information relating to a student without violating FERPA, unless a student has restricted the disclosure of his/her directory information in the Student Information System. Directory information consists of:

- Student's name
- Address (local, permanent, and electronic mail)
- Telephone numbers
- Participation in officially recognized activities and sports
- Weight, height and photographs of athletic team members
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance (only beginning and end dates of semesters)
- Year in School
- Enrollment status (full/part-time)
- The most recent previous educational agency or institution attended

Right to Review Records: With certain exceptions, a student has a right to review records which are directly related to him/her and are maintained by the College. A student request to see his/her file is to be sent to the office which maintains the file and will be honored within forty-five (45) days. Students must pay for the cost to make copies of any records. Parents of dependent students have the right to review information about their children, such as grades, bills, and other information without having to gain students' consent as long as dependency is documented to the College.

Right to Seek to Amend Records: If a student believes that any of the education records relating to her or him contain information that is inaccurate, misleading, or in violation of her or his rights of privacy, she or he may ask the College to correct or delete such information by submitting the request to the Vice President for Student Affairs. A student may also ask that additional explanatory material be inserted in the record. The request must clearly identify the part of the record that the student wants changed. It must specify why the record is inaccurate or misleading. There is no obligation on the part of the College to grant such a request. If the College declines to amend the records as requested by the student, it will so inform the student, and the student may request a hearing. The right to challenge the contents of an education record may not be used to question substantive educational judgments that have been correctly recorded. For example, a hearing may not be requested to contest the assignment of a grade.

Releasing Information Pursuant to Student Consent:

Except as authorized by this policy, non-directory information (as defined below) will be released only upon the written request of the student.

When information is released from a student's file, pursuant to the student's written consent, the consent document, the reason(s) for the release, and the name of the recipient of the release must be attached to the copy of the data released, which is kept in the file. The recommendation or data released must include a statement that the information is not to be released to anyone else without the student's written consent.

Releasing Information Without Student Consent:

Colleges may, upon written request, release non-directory personally identifiable education records without student consent in accordance with FERPA and federal regulations. A record of such releases to third parties must be maintained by the College. No consent from the student is required for the release of, or access to, an education record or personally identifiable information under the following circumstances:

- By school officials who have a legitimate educational interest. School officials include a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health center staff); a person serving on a board or committee; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review a record in order to: fulfill his or her professional responsibilities for the College. This includes, but is not limited to, performing an administrative task outlined in that official's duties; performing a supervisory or instructional task directly related to a student or the College; or performing a service or benefit for the student or the College such as health care, job placement, security, residential services, the acquisition of learning materials or student financial aid.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the College, in order to: (i) develop, validate, or administer predictive tests; (ii) administer student aid programs; or (iii) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of a student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of students or other persons.
- To the victim and/or the general public the final result of a campus disciplinary proceeding involving a violent crime or non-forcible sex offense where the accused was found to have violated College rules or policies.
- To an official of another school, school system, or institution of higher education in which a student seeks or intends to enroll. Colleges shall provide access to education records of students who apply for admission and/or transfer within the NSCS whenever such records are requested by another NSCS College without obtaining student consent for such a release.
- Directory information, as described above.
- Other disclosures not listed above as permitted by FERPA and other applicable laws.

Filing Complaints: Persons wishing to file complaints regarding this policy or its implementation may do so with the U.S. Department of Education. See the Vice President for Enrollment Management and Student Affairs for further information regarding such matters.

For more information, see **Board of Trustees Policy 3650 Student Records**

NON-ACADEMIC POLICIES

BOARD POLICY

The Board grants authority to the Presidents to designate appropriate officers, establish representative college committees, render initial decisions and provide appeal procedures in regard to allegations of academic dishonesty; grade appeals; failure to pay a financial obligation; or academic performance, achievement, probation and suspension. All disciplinary sanctions imposed for misconduct identified in this policy are to be governed by terms of this policy and the due process requirements set forth in Board Policy 3200. Acceptance of this policy by the student is implied as a condition of his or her enrollment.

MISCONDUCT

Due to the anticipated changes to Board Policy 3100 and 3200, which will occur after the print date, these policies can be found on our website at <https://www.peru.edu/studentlife/studenthandbook>.

ANTI HARASSMENT POLICY

The Board of Trustees of the Nebraska State Colleges is committed to providing an environment in which all students who participate in College programs and activities can work together in an atmosphere free from unlawful discrimination, including unlawful harassment. The Board specifically prohibits unlawful discrimination (including harassment) based on students' race, color, religion, national origin, disability, age or any other class protected by applicable federal, state, or local law. (The Board has a separate policy, Board Policy 3020, concerning unlawful Sexual Violence or Sex Harassment.) The Colleges will take appropriate action to prevent, correct, and discipline discriminatory behavior that is found to violate Board policies and principles of equal opportunity and access. Harassment based on a protected class (i.e., race, color, religion, national origin, disability, age, or any other protected class) may take many forms, including unwelcome verbal acts, name-calling, derogatory comments, slurs, coercion, intimidation and/or negative stereotyping; graphics and written statements, which may include use of cell phones or the Internet; or other physically threatening, harmful, or humiliating conduct. Harassment does not have to include an intent to harm, be directed at a specific target, or involve repeated incidents. (Conduct is unwelcome if the student did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or the failure to complain does not always mean that the conduct was welcome.)

Students who believe they or others have been subjected to unlawful discrimination should immediately report their concerns to any College President, Vice-President, Dean, Title IX Coordinator, staff member of Housing/Residence Life (including Directors, Managers, Assistant Directors, Senior Residence Hall Advisors, and Residence Hall Advisors), Coach, or any Campus Security Officer.

The Board of Trustees will follow the processes and procedures described in Board Policies #3100 and #3200 to investigate and address discriminatory behavior. See **Board of Trustees Policy 3021 Unlawful Harassment (Other) Reporting, Policies, and Procedure.**

SEXUAL VIOLENCE/SEX HARASSMENT REPORTING, POLICY & PROCEDURE

www.peru.edu/titleix

WEAPONS/EXPLOSIVES

PSC prohibits all persons who enter college property from carrying or possessing a handgun, firearm, explosives (including fireworks), prohibited weapons of any type or any item designed to cause injury or death *regardless of whether the person is licensed to carry the weapon or not*. Only certified law enforcement officials who have appropriate approval will be allowed to carry a weapon on campus property. Concealed weapons are not permitted at the college, in buildings, on the grounds, other PSC property or at PSC activities.

Student and/or employees who possess a weapon on PSC property are in violation of this policy and may be subject to disciplinary actions up to and including termination of employment or expulsion. Any violator may also be reported to law enforcement officials to face the possibility of criminal prosecution.

TEMPORARY SUSPENSION

Students may be ordered to leave the College under a temporary suspension pending disciplinary action due process per Board Policy #3200 in the event the student's continued presence is believed to threaten the safety or health of another person or for other reasons at the discretion of the Vice President responsible for Student Affairs. Such order shall be given in writing by the Vice President responsible for Student Affairs.

DUE PROCESS

It is the policy of the Board to grant procedural due process to students accused of misconduct under the terms of Board Policy #3100. Regarding allegations of academic dishonesty; grade appeals; failure to pay a financial obligation; or, academic performance, achievement, probation and suspension each College will devise its own adjudication procedures. However, for allegations of misconduct identified in Policy #3100 that may result in disciplinary sanctions, the due process procedures outlined in Board Policy

Due to the anticipated changes to Board Policy 3100 and 3200, which will occur after the print date, these policies can be found on our website at <https://www.peru.edu/studentlife/studenthandbook>.

STUDENT COMPLAINT PROCEDURES

Student Grievance Procedures:

Section 1. The grievance procedure set forth herein is designed to provide a method for a student to resolve a request or complaint with the College. Time lines should be adhered to unless modifications are agreed to by the parties to the grievance.

Section 2. A grievance is defined to be a request or complaint by a student not covered under faculty or staff grievance procedures. Issues involving academic dishonesty; grade appeals; failure to pay a financial obligation; or, academic performance and achievement, probation or suspension for which the College has established appeal procedures are not eligible for grievance under this policy. Issues of student misconduct for which appeal procedures are available pursuant to Board Policy 3200 are not eligible for the grievance procedure under this policy.

Section 3. In reducing a grievance to writing, it should include the exact nature of the grievance, the act(s) of commission or omission, the date(s) of the act(s), the identity of the grievant, the identity of the party(ies) alleged to have caused the grievance, provisions of any agreement, bylaws, rules, policies or practices that are alleged to have been violated, and the remedy that is sought.

Section 4. The grievant shall, at his/her expense, have the right to assistance by a person of his/her own choosing from the College community, or to legal counsel in any step of the grievance procedure.

Procedure

Step 1. The grievant shall first discuss the grievance with the appropriate College administrator, faculty or professional staff member or with the person at the first level in the chain of command within ten (10) working days of the occurrence giving rise to the grievance in an attempt to settle the grievance. The College administrator, faculty or professional staff member or the person at the first level in the chain of command shall then have ten (10) working days in which to respond and give a written answer to the grievant.

Step 2. A grievance not settled in Step 1 may be filed in writing with the appropriate person in the next level higher in the chain of command in accordance with Section 3 above to discuss and attempt to settle the grievance. If the grievance is with the school dean or department chair, the grievant shall discuss the matter with the Vice President responsible for Academic Affairs.

Step 3. A grievance which has not been settled in Steps 1 and 2 and which the grievant wishes to pursue shall be appealed to the Vice President responsible for Student Affairs, within ten (10) working days of the receipt of the response given in Step 2. The appeal shall include the written grievance and all responses given in the first two steps.

The Vice President responsible for Student Affairs may conduct a conference with the grievant.

Within ten (10) working days of receipt of the grievance the Vice President responsible for Student Affairs shall render his/her written decision. If such findings and recommendations are not submitted within that time or if the grievance is not satisfied, then the grievant may proceed to the next step within ten (10) working days.

Step 4. Should all prior steps fail to resolve the grievance, and the grievant wishes to pursue the grievance, the grievant may appeal to the President, within ten (10) working days of the receipt of the response in Step 3, by filing the grievance and all prior responses with the President.

Step 5. Should all prior steps fail to resolve the grievance, and the grievant wishes to pursue the grievance, the grievant may appeal to the Chancellor, within thirty (30) working days of the receipt of the response in Step 4, by filing the grievance and all prior responses with the Chancellor. The Chancellor will only consider whether basic procedural fairness was offered. The Chancellor may request additional information from the grievant and the College in order to render a decision. The Chancellor will issue a written decision within twenty (20) working days after receipt of the appeal.

Step 6. If the grievant is not satisfied with the decision made by the Chancellor, the grievant may seek relief under applicable State and Federal laws. See **Board of Trustees Policy 3210 Grievance Procedures - Students**

COLLEGE PUBLIC SERVICES

Al Wheeler Activity Center

The Al Wheeler Activity Center houses three full size basketball courts, a four-lane indoor track, fully equipped fitness center, and classroom space along with athletic offices, the Sky Box (conference room), and the health center. The facility is utilized for Bobcat athletic events, athletic camps, area high school athletic competitions, student activities, commencement, and is available for rent by the community through Conference Services. Community members are encouraged to purchase a membership to utilize the Fitness Center through the Business Office for an annual fee of \$15 per person. The Fitness Center is available for student, faculty, and staff use during hours of operation. All individuals using the facility must sign a yearly Fitness Center User Agreement to be submitted to Campus Security. Violations of guidelines for use may lead to denial of access to the Fitness Center. Details on the policies and use of the Fitness Center may be found online.

Arboretum

The Campus of a Thousand Oaks Arboretum is located on the Peru State campus and is one of the affiliated sites that constitute the Nebraska Statewide Arboretum (NSA). Each affiliated arboretum site develops collections and programs that meet local needs and help to further the NSA mission to “enrich lives through the beauty and wonder of plants.” Peru State originally became a member of the Nebraska Statewide Arboretum in the spring of 1981. The mission of the Campus of a Thousand Oaks Arboretum is to serve as a botanical resource for students, visitors, and residents of southeast Nebraska and to develop a dynamic arboretum embedded in an institutional landscape plan compatible with the aesthetic, historical, and floristic heritage of the site. The Arboretum will maintain a representative specimen collection of Missouri River Valley gallery forest flora while preserving and restoring the historical aesthetics of Peru State. The Arboretum collection is an educational resource for the study of botany and horticulture.

College Library

The Library, an award-winning building, is an excellent place for studying and socializing. Students have access to over 117,000 books and to a growing DVD collection. A floor of pre-school and K-12 classroom resources is devoted to teacher education. With 24/7 access to its online resources, students may search over 33,000 magazines, journals, and newspapers and more than 285,000 eBooks that may be downloaded for offline reading. All online resources are accessible from any location with the use of a student's PSC login. The Library also has a computer lab and laptops for students to use. A helpful staff and librarian are available to answer questions and to assist with research.

Dual Enrollment

The Early Entry Program (Dual Enrollment) is a partnership between Peru State and participating school districts. Peru State's Dual Enrollment programs are intended to meet the needs of academically advanced and motivated high school students by providing access to college level courses. The program is divided into two components; traditional and online. Traditional courses are taught in the high schools by teachers with qualifications meeting the requirements of the College's academic departments. The online component allows high school students to participate in Peru State's courses offered via Internet by the College's faculty members. Students in these classes will typically meet all of the following requirements:

1. Be juniors or seniors;
2. Be chosen carefully and recommended by the high school academic staff;
3. Meet the prerequisites of the courses;
4. Have a cumulative grade point average of B or its equivalent or better; or rank in the top half of their high school class; or earn an ACT composite score of at least twenty (20) or an equivalent score on another valid assessment.

Facilities

College facilities are available to rent for approved purposes. Information is available through Conference Services located in the Student Life Office in the Student Center. Facility use details can be found online at [www.peru.edu/residence life](http://www.peru.edu/residence%20life).

Graduate Programs

Peru State offers a Master of Science in Education degree program in Curriculum & Instruction through two delivery formats (regular and cohort). Peru State also offers a Master of Science in Organizational Management with an emphasis in Entrepreneurial and Economic Development. Both thirty-six (36) hour programs are offered online. Further information may be obtained by contacting the Office of Graduate Programs.

Peru State National Alumni Association

All graduates of Peru State, as well as former students, faculty and staff who request it, are considered members of the Peru State National Alumni Association. Alumni gatherings occur throughout the United States with an active alumni chapter in Omaha (1955). Homecoming, the annual 50-year Class Reunion, and other activities are presented in conjunction with the Peru State National Alumni Association. The National Alumni Association is operated under the auspices of the Peru State Foundation.

Peru State Online Program

Peru State Online is an instructional program, which connects student learners with educational programs and resources from any location with access to the Internet. Students can take classes of interest or complete entire degree programs. Online courses have the same objectives as courses that are offered on campus. Students have lectures, discussion questions, writing assignments, projects, and exams. All work is completed online in either an eight week or sixteen-week academic period. Peru State's online learning platform, Blackboard, is user-friendly. To facilitate online success, an online student orientation is offered for new students. A list of programs and majors offered online may be found in the College catalog and on the College's website.

Public Health Early Admission Student Track (PHEAST)

There has never been a more exciting time to pursue a career in public health. Public health professionals conduct research, improve health practices, and manage health programs and organizations using their knowledge of a variety of disciplines, including medicine, economics, sociology, anthropology, mathematics, communications, and much more. Combine your many interests with a graduate degree in public health and add your perspective and expertise to the future in this exciting collection of career paths. Public Health Early Admission Student Track (PHEAST) is a cooperative program between Peru State and the University of Nebraska Medical Center, College of Public Health (UNMC CoPH). Through the PHEAST program, up to three eligible students in their sophomore or junior year can gain provisional acceptance into the UNMC CoPH Masters of Public Health Program while enrolled at Peru State. Selected students receive a full tuition waiver for their junior and senior years while enrolled at Peru State, provided they maintain good standing within the program. Current information and application instructions are available on the College's website.

Rural Health Opportunities Program (RHOP)

The Rural Health Opportunities Program (RHOP) is a cooperative program between Peru State and University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate students from rural communities who plan to practice in rural areas of Nebraska. Students admitted into the program must be from a rural background. Selected students receive a full tuition waiver while enrolled at Peru State, provided they maintain good standing within the program, and they are automatically pre-admitted into their specific program at UNMC. Currently, Peru State has been allocated seats in the pharmacy, physical therapy, physician assistant, radiography, medical technician, and nursing programs. For more information and application instructions visit the College's website.

UNDERGRADUATE DEGREE AND PROGRAM INFORMATION

In compliance with Board of Trustees policy, this Catalog is intended as a description of the educational programs and activities offered by Peru State. Information in the Catalog is intended to be correct according to information available at the time of publication. The Catalog is explanatory in nature and is a contract between the student and the College. The College reserves the right to withdraw courses, change or terminate programs, change the rules and requirements regulating admission and graduation, and change other regulations affecting the student body at any time.

New students admitted to Peru State under this Catalog may graduate under its program requirements if they graduate within seven (7) years of continuous enrollment. However, should a candidate fail to remain consistently enrolled in his/her program and defer taking courses for more than one semester, he/she will be required to meet current requirements of an academic program. Unless otherwise noted, all academic policies in this Catalog that do not pertain to specific academic programs are effective immediately for all enrolled students.

Degrees

Peru State is authorized by law and the Board of Trustees of the Nebraska State Colleges to issue the Master of Science in Education, the Master of Science in Organizational Management, Bachelor of Arts, Bachelor of Science, and the Bachelor of Applied Science degrees. Minors and pre-professional curricula are also available. Information on graduate program requirements can be found in the Graduate Catalog.

General Program Information

Each undergraduate program at the College consists of general studies courses and specialized courses in the major. The general studies courses are designed to enhance the capacity for continued life-long learning and effective citizenship by encouraging breadth of perspective for everyone regardless of vocation. Specialized courses for the major prepare an individual for a specific occupation or satisfy a particular vocational or intellectual interest.

Upon enrolling, each student selects a program and degree objective that determines the student's curriculum and academic advisor. This choice may be tentative and changed later. Students who desire special assistance in selecting a program may discuss alternatives with their academic advisors or staff in the Center for Achievement and Transition Services (CATS).

Degree Requirements for Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Applied Science (B.A.S.)

The following are the minimum requirements for the B.A., B.S., and B.A.S. degrees:

- **Total Hours** - Degree candidates must earn a minimum of 120 semester credit hours.
- **Grade Point Average** - A minimum cumulative grade point average of 2.75 is required for all degrees in teacher education; the minimum cumulative average for other degrees is 2.0.
- **General Studies and Major** - Degree candidates must complete the General Studies Program appropriate for their degree, a major (teacher education candidates must complete one field endorsement or one subject endorsement), and other courses in support of their educational objectives. Courses may satisfy both major and general studies program requirements simultaneously. All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.
- **College 101 - College Success (2 hours)** - This introductory course helps students begin to define the role of collegiate education in their personal and professional lives. Within a learning community composed of those who have similar disciplinary interests, students have the opportunity to participate in engaging and tailored activities designed to support the successful development of skills necessary for college level work. Students are automatically re-enrolled until they successfully complete the course. Although the course is a requirement for all degree seeking students with fewer than 24 credit hours at the time of admission, it may be waived by the appropriate Academic Dean for those with a combination of significant work and academic experiences. This course is not required for BAS students.
- **Major Grade Point Average** - A minimum cumulative grade point average of 2.0 is required for all courses listed or selected to fulfill the major hour requirements. No grade lower than a "C-" may be used to fulfill course requirements in an academic major. A minimum cumulative grade point average of 2.75 is required for all Education majors to fulfill the major hour requirement.
- **Resident (Institutional) Credits** - A minimum of 30 semester hours must be earned from Peru State College. A minimum of 24 of the last 30 semester hours must be earned in residence. This requirement may be waived in cases where any of the required residence credit is earned at another Nebraska State College or where official cooperative agreements with other institutions exist. Internet and off-campus courses conducted by Peru State College are considered resident credits.
- **Upper Division Credit** - B.A. and B.S. degree candidates must earn at least 40 semester hours of upper-division credit (300 and 400 level courses). B.A.S. degree candidates must earn 20 semester hours of upper division credit.

Bachelor of Arts (B.A.) - Additional Degree Requirements

This degree is awarded to Liberal Arts majors, but is also available for those majoring in other areas. In addition to general undergraduate degree requirements, candidates must complete the following requirements:

- Ten (10) semester hours of a modern foreign language or upper division credit outside of the student's major
- Six (6) semester hours of Mathematics or Psychology;
- Nine (9) semester hours from History 113, 114, 201, 202, or Sociology 201.
- Political Science 201

Bachelor of Applied Science(B.A.S.) - Additional Degree Requirements

This degree is available to candidates whose complementary area of emphasis is Management, and who transfer from other institutions after having completed a technical associate degree program or have the equivalent in credits and life experience.

Total Hours - B.A.S. candidates must earn a minimum of 120 semester credit hours. A minimum of 30 semester hours must be earned through Peru State. A minimum of 59 semester hours are to be completed through accredited institutions authorized to grant a baccalaureate or higher degree. Exceptions:

- 1) Documented basic or recruit military training may be counted toward the degree;
- 2) a maximum of 30 hours of standardized subject examinations is acceptable; and
- 3) other prior learning/life experience credit may be awarded according to the College's policy.

Upper Division Credit - B.A.S. candidates must earn at least 20 semester hours of upper division credit (300 and 400 level courses).

General Studies - Thirty (30) semester credit hours are required. Courses must be selected from each of the following general studies topic areas:

Collegiate Skills
Technology and its Application
Perspectives on Values, Thought, and Aesthetics
Methods of Inquiry and Explanatory Schema
Community, Regional, and Global Studies

Technical Transfer Credits

- Sixty-six (66) semester hours of credit from the technical associate degree or its equivalent in college credit and life experience is the maximum applicable toward the 120 hours required for the Bachelor of Applied Science degree.

Additional Degree Regulations

In addition to the above degree requirements, the following regulations apply to Peru State's bachelor degrees:

Pre-Professional Programs Resident Credits - Pre-professional students who have successfully completed three (3) years in a specifically approved program may transfer to an accredited professional school during their fourth year and qualify for bachelor's degrees provided they meet all other graduation requirements.

Varsity/Junior Varsity Sports Credits - A maximum of four (4) credit hours of HPER 190 Varsity/Junior Varsity Sports is allowed toward a degree. Varsity/Junior Varsity sports credits may be earned for football, men's and women's basketball, women's volleyball, baseball, softball, cheerleading, women's golf, and women's cross country. HPER 190 is graded CR/NC and may not be used to fulfill General Studies requirements.

Directed Study - A maximum of eight (8) hours or two (2) courses of Directed Study is allowed toward a degree. See the College's website for additional information.

Independent Study - A maximum of six (6) hours of Independent Study is allowed toward a degree. See the College's website for additional information.

Internship - A maximum of 12 hours of internship credit is allowed toward a degree. Generally, the hours earned are noted as general electives. There are limitations on the number of hours that may be applied to certain majors. More information is available online at www.peru.edu/internships

Second Undergraduate Degree - Students apply for only (1) undergraduate degree. If it appears that the student can qualify for more than one (1) degree, the student must determine for which he/she will apply.

An additional undergraduate degree may be obtained by completed at least thirty (30) semester hours of credit beyond the total hours recorded when qualifying for the previous baccalaureate degree. All prescribed requirements for the degree must be successfully completed.

Individuals will follow the academic requirements of the College Catalog in effect at the time of their readmission to pursue an additional degree.

Application for Degree

Peru State has graduation dates: December, May, and August (end of summer). Upon beginning the next to last semester, a degree candidate must complete a degree application through the Student Records Office. Students are expected to have completed all degree requirements on or before the planned date of graduation.

- **December Graduates** - Students who expect to graduate in December should apply for graduation by April 15. December graduates may participate in the May commencement following the actual completion of the degree.
- **May Graduates** - Students who expect to graduate in May should apply for graduation by November 15 of the preceding year.
- **August Graduates** - Students who expect to graduate at the end of the summer should apply for graduation by November 15 of the preceding year. August graduates may participate in the May commencement prior to or following the actual degree completion.

ACADEMIC POLICIES, REGULATIONS, AND PROCEDURES

Academic Appeal

Any request for waiver or exception to the general policies and regulations stated in the catalog should be submitted as a written petition to the Office of the Vice President for Academic Affairs. A written response is sent to the petitioning student. Petitions should clearly and specifically state the grounds for the request. Exceptions to specific academic program course requirements may be considered by the appropriate Academic Dean.

Academic Bankruptcy

A student may remove up to two (2) complete semesters of work from his/her cumulative grade point average and degree considerations by petitioning for approval to the Office of the Vice President for Academic Affairs. To qualify, a student must have completed either fifteen (15) consecutive Peru State semester hours of credit with a minimum 3.0 term grade point average or thirty (30) consecutive hours with a minimum 2.5 term grade point average at Peru State following the semester(s) the student wishes to remove.

To declare a semester bankrupt, all courses taken during that semester are voided (both credit hours and grades). The bankrupt semester is removed from consideration for cumulative grade point average purposes, and the bankrupt credit is not used for degree requirements. The semester listing of courses and grades, however, remains on the academic transcript.

Academic Credit

(See How to Determine Credit)

Academic Honors (Semester)

Dean's List

At the end of each semester, the Vice President for Academic Affairs publishes the Academic Dean's List. Students on the Dean's List must have a grade point average of 3.5-3.99 for the semester, have completed at least twelve (12) graded hours (credit/no credit not included) during the past semester, have no incomplete grades for the semester, and must be seeking a first degree to be considered for the Dean's List.

President's List

At the end of each semester, the Vice President for Academic Affairs publishes the President's List. Students on the President's List must have a grade point average of 4.0 for the semester, have completed at least 12 hours (credit/no credit not included) during the past semester, have no incomplete grades for the semester, and must be seeking a first degree to be considered for the President's List.

Academic Integrity

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Academic Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Academic Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member needs to present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grade appeals.

Academic Load

(See “Full-Time Student Status.”)

Academic Probation and Suspension

Students with a **cumulative** grade point average of 1.00-1.99 at the close of a semester are placed on academic probation. Students who have a **cumulative** grade point average below 1.00 at the end of a semester are suspended.

Probationary students must agree to the provisions of an Academic Probation Contract which may include but are not limited to enrollment restrictions, study skills instruction and advisor meetings. To avoid suspension, probationary students must earn a minimum 2.0 average for each successive semester of attendance (continued probation) until the required **cumulative** grade point average of 2.0 or higher has been achieved. New students entering Peru State on a conditional or provisional admission status are placed on academic probation and are held to the standards noted above.

Academic Standards Chart				
Current or Admitted Status		Status after Subsequent Semester Cumulative GPA (includes subsequent semester)		
Status	Cumulative GPA	2.00 or higher	1.00-1.990	.99 or less
Good Standing	2.00 or higher	Good Standing	Probation	Suspension
Probation	1.99 or less	Good Standing	Suspension**	Suspension

** Unless semester GPA is 2.0 or higher, in which case the status is continued probation.

Academic suspension following the first (1st) suspension is for a period lasting one (1) semester. Suspended students may not take Peru State courses during the period of suspension. Students who are suspended may appeal to the Vice President for Academic Affairs if they wish to return to the College prior to serving the suspension period. If the appeal is approved, the student will be on probation status and will be held to the standards for probation students.

In case of a second (2nd) suspension, the period of suspension is two (2) semesters and the student must appeal to the Vice President of Academic Affairs and the Faculty Senate requesting to be readmitted after serving the two (2) semester period of suspension or if the student wishes to return to the College prior to serving the suspension period. If a student has two (2) suspensions and the first (1st) suspension was appealed and approved, the second suspension is still a second suspension. This request may be denied, in which case the student must wait another two semesters before making a new request for readmission. If the student wishes to continue at Peru State after serving the two (2) semester suspension, the student must apply to the Office of Admissions for readmission. A third (3rd) academic suspension may **not** be appealed and the student may not continue at the College.

AP Credit

(See Standardized Examinations)

Armed Services

Veterans of the armed forces who are honorably discharged and current active duty personnel will generally be granted credit for their military experience in accordance with the recommendations of the American Council on Education (ACE). Air Force records should be obtained from the Community College of the Air Force. Army, Coast Guard, Marine Corps, National Guard, and/or Navy records should be obtained from the Joint Services Transcript (JST).

Assessment

All Peru State students participate in outcomes assessment activities that determine whether specific learning goals have been achieved.

Senior competencies (also known as capstone experiences) are core components of academic program assessment at Peru State. Through the senior competencies, program faculty assess whether senior students have mastered the content, methodology, and liberal arts base of their discipline. Each graduating senior must successfully complete the discipline's senior competency.

At Peru State College, the mission and related instructional goals are taken seriously and our commitment to continuous improvement is genuine. Given this commitment, we have adopted the course evaluation process as one tool among many so you can play a direct role in helping the administration, faculty and staff, improve the educational experience. One of the College's goals is to prepare you to assume greater social and civic leadership roles. Providing feedback to a public organization is an excellent way to develop appropriate skills and the habit of effective citizenship. Consequently, participating in the course evaluation process is mandatory. We have redesigned the process to make it as streamlined and as directly valuable as possible. Please be thoughtful and specific in your comments as we cannot use information that we do not understand. The process is

conducted online, even for courses on campus. Course evaluations are completely anonymous. No one at the College can connect an individual's responses to a name. A summary of the evaluations is provided to the instructor, the Academic Dean, and the Vice President for Academic Affairs after the term is over and final grades have been posted.

Peru State periodically conducts other student surveys to gain insights into student views and the quality of the student experience. Instruments such as the National Survey of Student Engagement and college-generated questionnaires give students varied opportunities to provide feedback, give voice to concerns, and influence decisions. Each graduating senior is invited to complete a senior exit survey. In addition, alumni are surveyed about their experiences while enrolled at Peru State and asked to provide feedback on how well their college education prepared them for related careers. Peru State continually seeks to optimize student programs and learning experiences, and student feedback through surveys plays a critical role in the assessment for underlying growth and improvement.

Attendance and Scholastic Attitude

Students are expected to attend classes regularly, to arrive punctually, and to complete all assigned work. Attendance is a privilege and a responsibility represented not only by the student's investment, but also by a significant investment by the State of Nebraska.

When it is necessary for a student to miss class, he/she has the responsibility to notify his/her instructor in advance whenever possible. Faculty members have the prerogative of allowing students to make up and complete work missed during the absence.

Instructors have the right to base a portion of a student's grade on attendance. Instructors must present their grading practices and attendance policies to students in writing during the first week of the semester.

Whenever absences or other elements of scholastic attitude (regardless of cause) become detrimental to the student's standing in class and/or the success of the class as a whole, the instructor may confer with the student. The instructor and the student may mutually agree that the registration in the course should be withdrawn, or the instructor may issue the student an "early warning." Future conferences for the same, or related, reasons may result in the student being administratively withdrawn from the class. If the student requests, the appropriate Academic Dean of the School may be asked to participate in the decision. The grade will be a "W" if the course withdrawal is prior to the last date to withdraw with a "W." An "F" will be recorded after this date.

Audit

Registration to audit a course implies no credit. The student pays the regular tuition and fee charges but is not required to write tests, examinations, and/or papers. No grade is given in audited courses nor can credit be given at a later date. Enrollment is on a space available basis and must be approved by the instructor and the appropriate Academic Dean.

Called to Active Duty Policy

Peru State College recognizes and appreciates the important contributions made by students in service to our country. In support of these students, the College has developed procedures to provide each student with maximum flexibility in the event the student is called to active duty.

If a Peru State College military/veteran student is called to active duty while currently enrolled, the student must present a copy of the official orders to the Student Records Office. Students have three (3) options depending on the length of the activation: take a temporary leave of absence, withdraw completely or take incompletes in their courses.

1. If the student is being temporarily activated for duty, including annual and/or monthly training, or mobilized:
 - a. The student may take a leave of absence from their course(s).
 - b. Student needs to inform professor of absence dates ahead of the absence.
 - c. Student will not be penalized for missed classroom time, but is responsible to complete any coursework that was assigned during dates of absence.
2. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may withdraw from classes immediately.
 - a. Peru State College will not hold the student accountable for tuition-related expenses for the term, session, or semester.
 - b. A "W" grade will be represented on the student's official transcript to show the reason for the withdrawal and withdrawal date.
3. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may request a grade of "Incomplete" for their course(s).
 - a. If the student has completed a substantial portion of the course and required coursework, the instructor may approve the student request for an "incomplete" in the course.
 - b. **I to F Policy:** Students called to active military duty will be exempt from the subsequent semester automated changes of I to F grades for the term of deployment and the year prior to deployment. Students may complete work upon their return from duty or may choose to maintain the "I" grade. Therefore, "I" grades for students called to active military duty will remain listed as "I" until a change of grade is submitted by the faculty member, or indefinitely, if so desired by the student. Tuition and mandatory fees would be assessed in full.

- c. If arrangements are made with only some of the instructors for grades or incompletes, the registration for those courses would remain intact and tuition and mandatory fees would be assessed for those courses. Any courses for which arrangements cannot be made for grades or incompletes could be dropped and the tuition and mandatory fees for those courses would be refunded.

Students will be eligible for readmission to the College after completion of their active duty.

Financial Aid

Financial aid is refunded in accordance with existing college and federal policies for each of the above situations. In addition to the above-mentioned College procedures, there are implications related to any financial aid you may have through the various federal programs. The rules on these are not necessarily within the control of this institution. Consultation with the Office of Student Financial Services is advised as soon as it is convenient.

Residence Halls

If a student is called to active military duty while staying in the residence halls, per our policy, they can cancel their housing and meal plan with no cancellation fee. We would refund the pro-rated amount left for the remainder of the semester for housing/meal plan.

Change of Advisor

A student who wants to change advisors may obtain a Change of Advisor form from the appropriate Academic Dean's office. The Academic Dean's office is responsible for transfer of student files to the new advisor.

Change of Major

A student who wants to change his/her major or undeclared status must complete the Change of Major form available on the Student Records webpage: <http://www.peru.edu/eform/view.php?id=231352>.

Students who elect to change their majors may have to follow the requirements in the College catalog current at the time of change, rather than the one in effect at the time they were admitted to the College to pursue a degree program. A change in major may also require additional courses and delay the student's graduation date.

Classification of Students

Students are classified according to the number of semester credit hours earned:

Freshman	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits
Senior	90 or more credits

Post-graduate students have earned a bachelor's degree or higher and are earning additional undergraduate credit. Non-degree students are qualified persons who enroll primarily to satisfy an occupational need or personal interest.

CLEP

(See Standardized Examinations.)

Course Challenge

(See Institutional Exams.)

Credit Limit

The maximum load without special permission per 16-week semester is 18 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 18 credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

Credit/No Credit Grading Option

Students are permitted to enroll for any course on a Credit/No Credit basis per the stipulations listed below. If a student passes the course with at least a C, the student receives credit and a grade of CR.

If the work is D+ or below, the student receives no credit and a grade of NC. Hours attempted (either CR or NC) are not calculated in the GPA.

A student's instructor will not be informed that the student is enrolled on a Credit/No Credit basis. Following submission of grades, the student's grade will be converted to CR/NC by Student Records.

The following policies govern the selection of the CR/NC grading options:

1. Any student may choose the CR/NC grading option by notifying the Student Records in writing before the end of the drop/add period for the course.
2. The maximum number of CR/NC hours that may count towards graduation is 8.
3. A student may not take more than 4 credits of CR/NC courses in an academic semester.
4. Courses required for the student's major, minor, or endorsement cannot be taken on a CR/NC basis.
5. A maximum of two General Studies courses may be taken on CR/NC basis.
6. Honors courses cannot be taken on a CR/NC basis.
7. After a course is designated as CR/NC, it may not be changed back to a graded course.
8. Graduate courses cannot be taken on CR/NC basis.
9. CR grades are not counted in the minimum regular graded hours (12) for the Dean's List. NC grades eliminate students from the Dean's List.
10. COLL 101 cannot be taken on a CR/NC basis.

DANTES

(See Standardized Examinations)

Dead Week

For sixteen (16) week courses, Dead Week is the week prior to finals week, and no exams are to be given during that week. Exceptions to this policy may be granted only by the appropriate Academic Dean.

Directed Study

A Directed Study may be taken when a student has been unable to meet a course requirement in the normal manner and can demonstrate a need to take the course via Directed Study to graduate. The student must meet with the instructor at least once each week and will be required to complete the same requirements as in the original course.

The following additional regulations apply to Directed Study:

1. Only two (2) courses of Directed Study (a maximum of eight [8] semester hours) may apply toward meeting graduation requirements.
2. No more than one (1) Directed Study may be taken each semester.
3. If a student does not meet the eligibility requirements but can demonstrate a need to take a Directed Study, the appropriate Academic Dean will make the final decision on approval to register.
4. A Directed Study Form must be completed and submitted to the appropriate Academic Dean and the Student Records Office when registering for the class.

Final Exams

Final exams are scheduled the last week of the semester. Coaches of varsity athletic teams do not schedule regular games or events during this week. However, they may enter their teams in NAIA approved play-offs in which the College has declared an intention to participate if qualified. Students who participate in play-off events during finals week are still subject to the attendance policies of their instructors. Faculty may not schedule final exams for individuals or courses at times other than those established in the Finals Week schedule without the express consent of the appropriate Academic Dean.

Full-time Student Status

Peru State students who are enrolled for twelve (12) credit hours or more during a semester are considered full-time students. However, the normal course load for a student who expects to complete a bachelor's degree within eight (8) semesters (4 years) is 15-16 hours. Class withdrawals subsequent to the drop/add period are included in the credit hour load.

Veterans and other eligible persons attending Peru State under the benefits of U.S. Code, Title 38, as full-time students must be enrolled for at least 12 semester hours, or the equivalent.

Grade Appeal Policy

Students who disagree with the assignment of a final grade by an instructor may file an appeal under these procedures.

Grade Decision Review

This process is available only to review allegedly unfair final course grade decisions, not mere differences of opinion regarding the professional judgment of the instructor who made the grade decision, or to dispute grades on assignments, tests, or other work within a course. A grade decision may be considered unfair if the decision:

- Was based on factors other than performance in the course and/or compliance with course assignments and requirements;
- Involved more exacting or demanding standards than were applied to other students in the same course section;
- Constitutes a substantial departure from the instructor's standards as articulated in the course syllabus, catalog descriptions, and/or other written materials.
- Procedures

A student who wishes to appeal a grade decision must proceed as follows:

1. Informal Meeting
 - a. The student must attempt to resolve the matter directly with the instructor through a personal conference as soon as possible after the grade decision is known, but no later than the end of the first full week of the following regular academic term. If the student is unable to arrange a conference or is not satisfied with the instructor's explanation of the grade, the student may request in writing that the appropriate Academic Dean of the school which offered the course convene a conference with the student and instructor. If the instructor is unavailable or unwilling to confer with the student, the student may request a formal review by the appropriate Academic Dean.
2. Academic Dean Review
 - a. If the student and the instructor cannot reach a mutually satisfactory resolution to the problem, the student may file a formal appeal. The appeal must be presented in writing, together with relevant documents, to the appropriate Academic Dean no later than the 20th day of college instruction in the following academic term. The student must describe the appeal, identify which of the three (3) reasons the appeal is based on (See Grade Decision Review), detail the reasons the student believes the decision unfair, and document the student's attempts to resolve the appeal informally. For purposes of this section, fall semester and spring semester shall each constitute an academic term. The student shall send a copy of the appeal to the instructor. The instructor shall have ten (10) working days to respond after receipt of the appeal. If the instructor does not respond within that time frame, the Academic Dean will consider the appeal and documents formally submitted by the student.
 - b. The Academic Dean shall review the appeal and all of the submitted documentation, interview persons relevant to the appeal when necessary, and render a written decision within ten (10) working days of receipt of the instructor's response. A copy of the Academic Dean's decision will be given to the instructor and the student. If the Academic Dean is also the instructor whose grade is the subject of the appeal, the Vice President for Academic Affairs shall select another Academic Dean to conduct the appeal process.
3. Faculty Senate Review
 - a. The student or the instructor may appeal the Academic Dean's decision. Such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Academic Dean's decision, with copies to the instructor, the student, and the Academic Dean. The written appeal shall deal only with the part, or parts, of the Academic Dean's decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when, by clear and convincing evidence, it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Academic Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Academic Dean. The decision of the Faculty Senate is the final decision of the College.

Grading System

The following grades are currently used at Peru State College:

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0
CR	Credit – does not affect grade point average; applicable to graduation hours
NC	No Credit – does not affect grade point average
I	Incomplete – Work must be completed within the next semester or the record will show an “F”. Work is to be completed whether the student is in attendance or not. Students who have filed an application for graduation are not eligible to receive an Incomplete grade.
W	Withdrawal

CR and NR do not affect grade point average; CR is applicable to graduation hours.

Graduation Honors

Graduation honors are conferred on bachelor's degree candidates who have earned a minimum of 54 Peru State College semester credit hours. Grades and credits earned at other colleges and universities do not apply toward graduation honors from Peru State.

3.50 - 3.74	Cum Laude
3.75 - 3.89	Magna Cum Laude
3.90 - 4.00	Summa Cum Laude

How to Determine Credit

Peru State credit is expressed as semester credit hours. One (1) credit hour is awarded to a student who satisfactorily completes:

- a course that meets one (1) hour per week for a semester, or
- a laboratory that meets for two (2) to three (3) hours per week for a semester, or
- any combination of these depending upon the type of instruction and material covered in the course.

Credit for internships, student teaching, and other instructional formats is determined using other appropriate standards.

Incomplete Coursework

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete a student must have substantially completed most of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature(s) of the student, instructor, and the appropriate Academic Dean. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Academic Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not reenroll for additional classes at Peru State, all prior incomplete course work must be finished by the end of the subsequent semester. The incomplete grade automatically becomes an F if the student does not fulfill contract obligations in the allotted time, unless the appropriate Academic Dean approves an extension.

Students who have filed an application for graduation for the current semester are not eligible for a grade of Incomplete.

Independent Study

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed in consultation with a faculty member. Courses are numbered 499. To be eligible to take an Independent Study, a student must have completed sixty (60) semester hours (junior standing) and be capable of doing independent research, work, and study.

The following additional regulations apply to Independent Study courses:

1. No more than six (6) semester hours of Independent Study may be counted toward graduation requirements.
2. No more than one (1) Independent Study (a maximum of three [3] hours) may be taken in a given semester.
3. The student must communicate with the instructor at least once each week.
4. An Independent Study Form must be completed and submitted to the appropriate Academic Dean and the Student Records Office when registering for the course.
5. A copy of the Independent Study final project should be submitted to the appropriate Academic Dean as well as the instructor for departmental archives.

Internships

The Cooperative Education Internship Program provides students with the opportunity to explore the field of work or gain valuable work experience while earning academic credit in all majors. The maximum number of internship hours allowed toward graduation is twelve (12). All employment must occur in positions which are relevant to a student's major or career interest. The program is available to all students including off-campus and non-traditional students. A flexible registration schedule allows students to enroll through the eighth week of each semester.

Students who have completed forty-five (45) credit hours and are in good academic standing are eligible to enroll for major or career-related Cooperative Education Internship experiences. Students may take from one (1) to twelve (12) hours and will receive an academic letter grade.

Transfer students must complete fifteen (15) hours of coursework at Peru State before they are eligible for a Cooperative Education Internship experience. Please visit Career Services in the Center for Achievement and Transition Services (CATS) for more information and assistance in arranging an internship experience.

Minors

The College encourages students to earn one (1) or more minor areas of study. Minors can give students greater career flexibility, while allowing them to explore in-depth another topic of interest beyond the major. To many employers and graduate program admissions committees, minors demonstrate a greater breadth of understanding and capacity for initiative, which are highly valued. Courses taken toward a minor may also count toward General Studies requirements or major requirements, but not toward both. A grade of "C-" or better is required to fulfill the requirements of a minor. Students may earn a minor in a number of subjects by completing 18-21 hours of specified coursework. At least nine (9) of the hours must be earned at Peru State. In the event that a student transfers in enough minor course credit hours that fewer than nine (9) credits are remaining, then the appropriate Academic Dean will endeavor to allow course substitutions so that the student may complete nine (9) credit hours to count towards the minor.

myPSC Student Access

PSC students can access information through their myPSC student portal.

Visit <https://myPSC.nebraska.edu/psp/myPSC/NBP/ENTP/?cmd=login&languageCd=ENG&> to gain myPSC access. From myPSC, students will be able to:

- Add/drop courses
- Accept/decline financial aid
- Change contact information
- Check their academic requirements
- Check their "to do" list
- View their advisor(s)
- View their bill

How to log in to myPSC:

1. Go to <http://www.peru.edu/>
2. Under the "Students" tab, select the myPSC link
3. Enter your NUID and password

Petition

(See Academic Appeals)

Prerequisites

Students who do not meet the prerequisites of a course as stated in the current catalog and who have not received permission to enroll from the appropriate Academic Dean may be administratively dropped from the course. Students who are so identified after registering for a course will be notified within the drop/add period by the appropriate Academic Dean that they do not meet the prerequisites and should institute the procedures for dropping the course. Students who do not drop will be notified by the Academic Dean of the School that they are being withdrawn. The Academic Dean will notify the Student Records Office to have the student withdrawn.

Prior Learning/Life Experience Credit

Students may earn college credit for some experiences and accomplishments outside of the normal college setting. Credit may be granted through standardized examination programs (e.g., CLEP, DANTES, APP), the credit recommendations of the American Council of Education (ACE), and/or an evaluation of an individual portfolio or examination by the appropriate academic department of the College. Students should begin this process by contacting the Academic Dean of Professional Studies for assistance regarding which path to acquiring Prior Learning Credit is most appropriate.

The College's general policies for awarding credit for extra-institutional learning follow:

1. Prior Learning credits are considered transfer credits and are subject to the same policies as other transfer credits.
 - a. A maximum of (90) semester credit hours from an accredited four-year college or university and extra-institutional sources may be applied toward the minimum 120 hours required for a Bachelor's degree. Of these (90) semester hours, a maximum of (66) semester hours may be from a community/vocational/technical college, proficiency exams (CLEP, DANTES, APP, etc.) professional exams, prior learning credit, or other extra-institutional sources.
2. Only individuals who have not participated in similar scheduled coursework are eligible to receive life experience credit.
3. Credit by examination may be earned only once in a single subject. A similar subject test in another testing program will not earn additional credits.
4. Credit may be granted for specific courses, or for general prior learning experiences for which there is no course equivalent at the College. The amount of credit to be allowed through College examination or individual portfolio evaluation, the PSC course(s) for which substitution, if any, is made, and the particular graduation requirements which may be satisfied will be determined by the Academic Dean of the appropriate School. The maximum allowable amount of prior learning credit for specific course substitution and general prior learning combined is (66) semester hours.
5. For Bachelor of Science students, the maximum amount of credit granted for general life experiences (i.e., those that do not fit directly into a specific course offered by the College) is (21) hours.
6. For Bachelor of Applied Science students, the maximum amount of credit granted for general prior learning experiences deemed to be the equivalent of a technical associate degree is (66) hours.

Generally, a portfolio of evidence of extra-institutional learning is required for those interested in acquiring prior learning credits. To assist students interested in developing a portfolio for this purpose, the College requires participation in College 201 Prior Learning/Life Experience Portfolio Development. Portfolios will be evaluated on the level of learning evidenced by leadership and community service experiences, professional work experiences, creative contributions to society, and completion of professional training. Some common professional training programs have already been evaluated and prior learning credit determinations made (e.g., for the Nebraska Law Enforcement Training program). Contact the Academic Dean of Professional Studies for current information.

Placement Policy (English and Math)

Composition Placement (in the Absence of Transfer Composition Course Work):

- Freshmen with ACT English scores below 17 or SAT Evidence-Based Reading and Writing scores below 480 are required to enroll in ENG 100 (or place out of it through proficiency testing).
- Freshmen with ACT English scores of 17 or higher or SAT Evidence-Based Reading and Writing of 480 or higher may select their own composition course placement.

Mathematics Placement (in the Absence of Transfer Mathematics Course Work):

- Freshmen with ACT Math scores below 17 or SAT Math scores below 420 are required to enroll in Math 100 (or place out of it through proficiency testing).
- Freshmen with ACT Math scores of 17 or higher or SAT Math scores of 420 or higher may select their own mathematics course placement.

Elements of Composition (ENG 100) and Elementary Algebra (MATH 100) are designed to assist students in reaching their educational objectives. These courses focus on the areas that most often affect student success: reading, composition, and mathematics. ENG 100 and MATH 100 are three (3) credit hours each and earn students institutional credit; however, neither course fulfills a General Studies requirement.

Students who are required to take ENG 100 and/or MATH 100 must earn a grade of C or better to advance to related composition and/or mathematics General Studies courses. Students failing to pass either of these courses will meet with appropriate CATS personnel to discuss further academic options. Students who are enrolled in ENG 100 or MATH 100 will be limited to a fifteen (15) credit hour academic load.

Proficiency Examination Program (PEP)

(See Standardized Examination)

Repeat Courses

Students are encouraged to repeat courses in which they have performed poorly. The initial course title and grade are not removed from the student's permanent record. The higher grade is used to determine the new grade point average. There may also be occasions when students repeat a course for review on an audit basis without a change of grade. Tuition and fees are paid for repeated courses, but additional credit hours are not earned.

Seamless Transfer

Transfer students who have earned an Associate of Arts (AA) or an Associate of Science (AS) degree from a regionally accredited institution, which includes all Nebraska community colleges, will have met all Peru State general studies requirements, if earlier coursework includes 30 or more credit hours of general studies courses. Completion of specific lower division courses may be required in individual degree programs.

Selecting a Major

Students who apply for admission to the College will indicate on the Application for Admission the major area of study they intend to pursue. Individuals who are unsure of a major should indicate "Undeclared" on the application form.

Standardized Examination

Students may earn credit through several standardized examination programs. Credits earned from the CLEP subject exam only (College Level Examination Program), DANTES (Defense Activity Nontraditional Education Support), PEP (Proficiency Examination Program), and APP (Advanced Placement Program) can satisfy certain Peru State degree requirements. A maximum of 30 hours of standardized examinations is acceptable.

Student Email

Students are required to access their college-issued email regularly. Faculty and staff members of the College will only utilize this email address when emailing student information.

USERNAME: Student's first name, period, student's last name, and the first five (5) digits of their NUID number
(ex: John.Doe12345)

PASSWORD: Student's entire, eight (8) digit NUID (ex 12345678 or 00123456)

Suspension

(See Academic Probation and Suspension)

Transfer of Credit

After the student has been fully admitted, the College completes an official evaluation to identify the applicability of previous work to the student's expressed major and degree program.

A maximum of 90 semester credit hours from an accredited four-year college or university and extra-institutional sources may be applied toward the minimum 120 semester hours required for a Bachelor's degree. Of these 90 semester hours, a maximum of 66 semester credit hours may be from a community/ vocational/ technical college or other extra-institutional sources. To be considered for possible transfer, courses must have been completed with a grade of "C-" or higher. Credit for a course in which the student earned a grade of "C-" will be accepted. Developmental or transitional courses (non-college level) will not be accepted.

All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.

Students who seek admission and are accepted while on probation from their last college are placed on probation and are subject to all Peru State policies of probation.

Students who have been suspended from another college will not be considered for admission until the period of suspension at their previous institution has expired and the facts of the dismissal are provided. Students who discontinue their attendance at Peru State and then attend another college or university before seeking readmission are classified as transfer students.

Transfer students who have completed technical Associate's Degrees or equivalent will be eligible for the Bachelor of Applied Science degree completion program. See the School of Professional Studies section of this catalog for more detail.

Transcripts

Transcripts are not issued to students who have financial obligations to the College or holds on their academic records. Transcript requests are made through the College website at www.peru.edu/studentrecords/transcript.

Waiver

(See Academic Appeal.)

REGISTRATION AND WITHDRAWAL POLICIES

Administrative Withdrawal-No Show

Students are considered “no shows” if they do not attend, log in to, and complete a scheduled assignment and/or have an instructional interaction in a course during the first week of class. Upon receiving attendance records, the Student Records Office will administratively drop and notify those students not attending or participating in their courses.

Administrative Withdrawal — Past Due Balance

Payment must be made in full for the semester’s charges by the due date established by the Business Office. Enrollments will be cancelled if the balance has not been paid. Please be advised should the enrollment be cancelled, students will not be allowed to attend classes until their past due balance is paid in full. A student may appeal in writing to the Business Office for approval to pay fees after the due date in order to avoid an administrative withdrawal. The appeal should include the reasons for late payment and the plan to make progress toward the degree.

Administrative Withdrawal/Drop — Prerequisites

Students who do not meet the prerequisites of a course as stated in the current catalog and who have not received permission to enroll from the appropriate Academic Dean may be administratively dropped from the course. Students who are so identified after registering for a course will be notified within the drop/add period by the appropriate Academic Dean that they do not meet the prerequisites and should institute the procedures for dropping the course. Students who do not drop will be notified by the appropriate Academic Dean that they are being withdrawn. The appropriate Academic Dean will notify the Student Records Office to have the student withdrawn.

Administrative Withdrawal — Probation Students

Students who are on academic probation and fail to meet the requirements of the Academic Probation Contract may be subject to administrative withdrawal.

Change in Registration: Drop/Add

Students are allowed to drop/add through [myPSC](#) until the published final date to drop/add. Course registrations are then final. Students are responsible for the accuracy of each registration and are ultimately responsible for meeting all degree requirements. Tuition and fee refunds are granted for a reduction in semester credit hours through the final dates to drop/add courses as indicated in the catalog.

A change in registration is processed through [myPSC](#) or you may contact the Student Records Office for assistance. Athletes must notify their head coaches of their intent to drop a class.

Full-time Student Status

Peru State students who are enrolled for 12 credit hours or more during a semester are considered full-time students. However, the normal course load for a student who expects to complete a bachelor’s degree within eight (8) semesters (4 years) is 15-16 hours. Class withdrawals subsequent to the drop/add period are included in the credit hour load. Veterans and other eligible persons attending Peru State under the benefits of U.S. Code, Title 38, as full-time students must be enrolled for at least 12 semester hours, or the equivalent.

Registration

Priority registration is available for fall and spring registration based on the student’s credit hours taken prior to the current term. Dates are published in the Academic Calendar. Any student may register for the summer term on the first date registration is available.

Prior to registration, students must meet with their advisor and they must address any holds, such as unpaid balances. Students should consult [myPSC](#) for information about holds. Class schedules and ultimately progress toward the student’s educational goals are the student’s responsibility. Students should be familiar with their degree requirements and course rotation schedules (available on the College’s website) prior to meeting with their advisor.

During the advising appointment, students should finalize their list of courses for next semester, including one or two alternate choices. For off-campus students, advising can be handled by phone appointment or email. Register using [myPSC](#) as quickly as possible before courses fill. Students can change their schedule using [myPSC](#) later without conferring with their advisor again. However, if contemplating a significant change, students will want to visit with their advisor before making a final decision. **Some schedule changes can impact financial aid and/or the ability to complete a degree in a timely manner.**

Registration Limits

The maximum load without special permission per 16-week semester is 18 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 18 credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

Summer Session Credit Limit

The maximum load for the summer session without special permission is 12 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 12 credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

Variable Credit Courses

The credit hours to be earned and the coursework to be completed are determined at the time of registration. Students do not have the option of reducing or increasing credit hours or coursework after the drop/add period at the beginning of the term.

Withdrawal from College

Students who have registered and then wish to withdraw from all courses after the semester start date must officially withdraw to zero credits. A student may do so by initiating his or her withdrawal with a staff member at Center for Academic and Transition Services (CATS) (402- 872-2436). Emails requesting withdrawal from college must originate from a College email account and must include the last date of attendance or online course login. Failure to initiate the withdrawal process in a timely manner will result in "F" grades. Students who have already completed Term I courses are not eligible for complete withdrawal from college. Withdrawing from college has differing academic and financial consequences depending upon the point in time relative to the course term(s). As a result, the student may owe a portion of his/her financial aid back to the College.

Prior to one week past the mid-point of the term, withdrawal course grades will be "W." After one week past the mid-point of the term, the Vice President for Academic Affairs will determine if unusual or extenuating circumstances surround a withdrawal request and determine whether Withdrawal (W) or Failing (F) grades for all coursework will be granted. Poor academic performance is not a sufficient reason to receive all "W's." Counseling services are available to help students make informed decisions.

Institutional aid, tuition charges, and fees will be reduced based on the schedule listed below. This includes all waivers not included in the R2T4 calculation. Room and Board charges are prorated on a weekly basis. For more information, see Room and Board Refunds.

Alternative Loans will only be reduced if a credit balance remains on the student account. If a credit balance exists, it will be used to reduce the balance of a student's Alternative Loan.

Aid and Charges Adjustment Schedule:

Regular 16 week semester

- First Week 100%
- Second through Eighth Week 50%
- After the Eighth Week 0%

Eight Week Session

- First Week 100%
- Second through Fourth Week 50%
- After Fourth Week 0%

Withdrawal from a Course

Students may drop a course during the first week of the term and receive a credit for tuition and fees associated with the course. Students who wish to withdraw from a course after the add/drop week must notify their advisor and course instructors and officially withdraw through [myPSC](#). Athletes must notify their head coaches of their intent to withdraw before withdrawing or dropping a course. International students must check with the PDSO before withdrawing or dropping a course. Before withdrawing, or changing the number of hours attempted in a semester, students should check with the Financial Aid Office for any funding consequences. Students withdrawing after the last day to drop/add courses receive a "W." After the withdrawal deadline, students who initiate a withdrawal receive an "F" for the course. Students withdrawing from a portion of their courses, but not all courses, will receive no proration of charges and/or financial aid.

Online courses will be available the weekend before the start date for those registered. Contact each School for questions about course content and sample syllabi.

After the Add/Drop and Withdrawal deadlines noted in the Academic Calendar, course withdrawals can only be accomplished through an appeal to the Vice President for Academic Affairs. A form is available for this appeal on the Student Records website. Appeals will be granted only if unusual or extenuating circumstances exist. Poor academic performance or lack of knowledge of withdrawal deadlines are not sufficient reasons to receive a late withdrawal. Late withdrawals must be requested before 5 p.m. on the last day of the course and cannot be granted after a grade has been assigned.

Workshops and Other Non-Standard Academic Terms

Refunds for workshops and other non-standard terms will be proportional based on the time period of the workshop. There will be no refunds after 50 percent of the workshops or non-standard terms contact hours. Refund specifics for non-standard workshops and exceptions are determined by the Business Office Manager.

**UNDERGRADUATE DEGREE PROGRAMS
MINORS/CERTIFICATES
(Non-Teaching)**

	MAJORS	MINORS
Art	<ul style="list-style-type: none"> Fine Arts Graphic Design 	<ul style="list-style-type: none"> 2-D Emphasis 3-D Emphasis Graphic Design
Business Administration	<ul style="list-style-type: none"> Accounting (including CPA track) Computer and Management Information Systems Human Resources and Risk Management Management Marketing Public Administration 	<ul style="list-style-type: none"> Accounting Business Administration Computer and Management Information Systems Human Resources and Risk Management Marketing Organizational Leadership and Global Issues Organizational Leadership and Management Sports Marketing and Communication
B.A.S.	<ul style="list-style-type: none"> Business Administration – Management Applied Science 	
Criminal Justice	<ul style="list-style-type: none"> Justice Administration Justice Counseling Legal Studies 	<ul style="list-style-type: none"> Criminal Justice
Education	<ul style="list-style-type: none"> Educational Studies 	
English	<ul style="list-style-type: none"> English Language Arts 	<ul style="list-style-type: none"> English Journalism Theatre
Health, Physical Education and Recreation	<ul style="list-style-type: none"> Kinesiology 	<ul style="list-style-type: none"> Kinesiology
Interdisciplinary Studies	<ul style="list-style-type: none"> Interdisciplinary Studies 	
Liberal Arts	<ul style="list-style-type: none"> Liberal Arts 	
Mathematics	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics
Music	<ul style="list-style-type: none"> Community Music and Private Studio Music Marketing Music Performance 	<ul style="list-style-type: none"> Music
Natural Science	<ul style="list-style-type: none"> Biochemical Science Biological Sciences Disease and Human Health Nuclear Technology Wildlife Ecology 	<ul style="list-style-type: none"> Biology Chemistry
Psychology	<ul style="list-style-type: none"> Psychology 	<ul style="list-style-type: none"> Drug and Alcohol Counseling Psychology
Social Science	<ul style="list-style-type: none"> History Social Science 	<ul style="list-style-type: none"> History Political Science Social Science Public History Certificate

UNDERGRADUATE DEGREE PROGRAMS (Teaching)

Field Endorsement	Subject Endorsement	Supplemental Endorsement
<ul style="list-style-type: none"> • Art (K-12) • Business, Marketing, and Information Technology (6-12) • Early Childhood Education Inclusive (B-Grade 3) • Elementary Education (K-8) • Health and Physical Education (PK-12) • Language Arts (7-12) • Mathematics (7-12) • Music (K-12) Vocal/Instrumental • Social Science (7-12) • Special Education (K-12) 	<ul style="list-style-type: none"> • Biology (7-12) • Chemistry (7-12) • History (7-12) • Middle Level Education (5-9) • Secondary English (7-12) • Special Education (K-6) or (7-12) 	<ul style="list-style-type: none"> • *Coaching • **Early Childhood Education (Birth- Grade 3) • *English as a Second Language*

*Supplemental to any other field or subject endorsement

**Supplemental to Elementary Education Only

GENERAL STUDIES
Required of all students seeking a Bachelor Degree

The General Studies Program is designed to support student development in the context of the goals of the College, and ultimately enhance the capacity for continued lifelong learning and effective citizenship by encouraging breadth of perspective regardless of vocation. Each program area has specific learning objectives as well. Courses may satisfy both major and general studies program requirements simultaneously.

COLLEGIATE SKILLS (15 credit hours)		
Effective Communication		
Learning Objective	Course Options	
Students will be able to: Develop and effectively communicate their ideas verbally and in writing using appropriate grammar, syntax, and organizational conventions based upon the rhetorical context. Research, critically evaluate, and utilize evidence drawn from multiple types of sources appropriately cited to support their claims, ideas, and points of view.	ENG	101 English Composition (3)
	ENG	201 Advanced English Composition(3)
	SPCH	152 Fundamentals of Speech (3)
	BUS	201 Organizational Communications (3)
Quantitative Reasoning		
Learning Objective	Course Options	
Students will be able to: Demonstrate competency in algebraic and numeric skills. Solve practical problems through the application of appropriate mathematical models. Gather, organize and evaluate data to analyze real-world scenarios. Apply various techniques employed in the analysis of data, understanding their power and limitations.	MATH	110 Elements of Mathematics (3)
	MATH	112 College Algebra (3)
		OR Higher Level Math Course (3)
	STAT	210 Statistics (3)

TECHNOLOGY AND ITS APPLICATION (3 credit hours)		
Learning Objective	Course Options	
Students will be able to: Use appropriate technology to effectively evaluate and present information in appropriate formats to their intended audience. Identify the rights and responsibilities of working in an interconnected digital world using technology in a legal and ethical manner. Apply technology skills appropriate to their disciplines to collaboratively and individually solve problems.	<i>Complete one (1) of the following courses:</i>	
	ART	112 Introduction to Graphic Design (3)
	ART	203 2D Design Foundation (3)
	ART	215 Typography (3)
	ART	313 Illustration (3)
	ART	314 Digital Photography (3)
	ART	320 Web Design (3)
	ART	321 Motion Graphics (3)
	CMIS	101 Information Systems Concepts & Application (3)
	CMIS	210 Essentials or Computer Programming (3)
	CMIS	300 Information Systems Management (3)
	CMIS	310 Network Administration and Implementation (3)
	CMIS	360 Cyber Security (3)
	CMIS	410 Web Page Development and Programming (3)
	CMIS	420 Database Development and Programming (3)
	EDUC	315 Education Technology (3)
	ENG	310 Technical Communications (3)

PERSPECTIVES ON VALUES, THOUGHT, AND AESTHETICS (6 credit hours)		
Learning Objective	Course Options	
Students will be able to: Analyze and reflect on creative and intellectual expressions of culture in their social and historical contexts. Communicate essential understandings of culture or produce relevant and creative expressions of culture.	<i>Two (2) courses in art, literature, music, philosophy, speech and/ or theatre. The courses must be in different areas.</i>	
	Art (3)	
	English (3)	
	Music (3)	
	Philosophy (3)	
	Speech (3)	
	Theatre (3)	

METHODS OF INQUIRY AND EXPLANATORY SCHEMA		(13 credit hours)
Learning Objective	Course Options	
<p>Physical and Natural Science Objectives Students will be able to: Use scientific vocabulary, methods and reasoning to describe natural features and processes in the universe. Distinguish between sources of information with a sound scientific basis and those sources that lack a scientific basis.</p> <p>Social Science Objectives Students will be able to: Articulate the influence of political ideologies, economic structure, social organization, cultural perceptions, individual behavior, and the interrelations of human and natural environments. Identify how factors such as race, class, gender, ethnicity, region, and religion influence the social sciences. Locate reliable sources and critically analyze current trends in the social sciences.</p>	Natural Science	
	<i>One (1) physical science course and one (1) biological science course, at least one of which must include a lab</i>	
	Biological Science Course - one (1) course	
	Biology course (3-4)	
	Physical Science Course - one (1) course	
	Earth Science (3, 5)	
	Chemistry (3, 5)	
	Physics (3, 5)	
	Social Science	
	<i>Two (2) courses in Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology; one must involve the study of formal social systems (ECON, HIST, PSCI)</i>	
	Anthropology (3)	
	Economics (3)	
	Geography (3)	
	History (3)	
	Political Science (3)	
	Psychology (3)	
	Sociology (3)	

COMMUNITY, REGIONAL & GLOBAL STUDIES		(3 credit hours)
Learning Objective	Course Options	
<p>Students will be able to: Analyze, from a socio-cultural perspective, issues of community, regional, or global significance; Evaluate and synthesize relevant interdisciplinary research; Develop supported conclusions and describe their implications; Effectively present the results.</p>	<i>One (1) interdisciplinary upper division course covering: a community's culture, issues, and development, OR global issues and development, or comparative culture studies.</i>	
	ANTH	380 World Mythology (3)
	BUS	480 International Business (3)
	BUS	481 International Field Experience: Business Principles and Practices (3)
	CJUS	490 Comparative Justice and Human Service Systems (3)
	ENG	335 Non-Western Literature (3)
	HIST	351 Modern Africa (3)
	HIST	367 Modern East Asia (3)
	HIST	371 Modern Middle East (3)
	HIST	390 Modern Germany (3)
	HP	315 Global Studies and Development (3)
	HP	330 Public Education: Universal Right or Wrong (3)
	HPER	383 Principles of Community Engagement in Public Health (3)
	MUSC	310 World Musics (3)
	PSCI	312 Engagement in the Legislative Process (3)
	PSCI	316 Engagement in the Election Process (3)
	PSCI	351 Modern Africa (3)
	PSCI	371 Modern Middle East (3)
	SOC	300 Contemporary Social Problems (3)
	SOC	395 Community Development (3)
	SOC	396 International Field Experience: Community Development (3)

Honors Program

Honors Program Mission Statement

The Honors Program at Peru State College is a college-wide academic program promoting advanced study and scholarship for students with strong records of academic achievement. The program provides its students with opportunities for in-depth study not generally available in other courses through small class sizes, frequent interaction within the program, a unique curriculum, and mentored scholarly and research opportunities. The goal of the program is to enhance the intellectual capabilities and broaden the experience of the College's intellectual leaders.

Honors Program Goals

- Goal 1: Be challenged academically through advanced study and rigorous, intellectually stimulating curriculum and experiences;
- Goal 2: Aspire to embrace an expanded worldview through exploration, reflection and analysis of topics of regional, national and global significance;
- Goal 3: Envision, design, complete and showcase a culminating experience with the resources, infrastructure, and support provided by the honors program;
- Goal 4: Acquire interdisciplinary knowledge through honors program experiences and coursework in all academic units.

Program Admissions and Requirements

Admission to the Honors Program is available to incoming freshmen with strong records of academic achievement in high school. Specific admission requirements include:

- A composite ACT score of 24 or SAT score of 1650 or higher; or
- A cumulative high school GPA of 3.5 or higher (on a 4-point scale).

Transfer students can be admitted to the Honors Program if:

- They have completed at least one year in good standing in the Honors Program of another college or university at the time of their transfer; or
- They have completed an Associate's Degree with a cumulative GPA of 3.5 or higher.

All other students wishing to enter the Honors Program, but who do not meet the above requirements, must petition the Director of the Honors Program, who will arrange for a committee review and decision.

Transfer students admitted to the Honors Program should consult the Director of the Honors Program regarding transfer of credit from the Honors Program of the student's previous institution to Peru State's Honors Program.

Board of Trustee Scholarship recipients are required to enroll in HP 101. Please consult the requirements of any scholarships you have to determine whether this requirement applies to your enrollment.

Honors Program Requirements

HP	101	Honors Orientation	2
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP or Engagement		Honors course or approved Honors component option*	3
HP or Engagement		Honors course or approved Honors component option*	3
		Total	23

*Honors component options include:

- Leading and/or participating in service learning activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Leading and/or participating in study-abroad or other similar activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Students may take up to up to six (6) hours of approved 300-400 level general studies courses in lieu of 100-200 level courses outside the student's major or minor areas of study as described in the General Studies Enhancement and Enrichment section below.
- Each School will develop guidelines for additional components for regular disciplinary courses that Honors students could complete in order to count that course towards the Honors requirements. Examples may include research projects, public performances or presentations, or other activities that would be above and beyond what would normally be done in the course.
- All students taking a course without the HP catalog description must submit the required paperwork to the Director of the Honors program, who upon review and approval, will forward it to the Vice President of Academic Affairs and ultimately, the Registrar, who shall record such approval in the individual student's academic record.

Mentored Research Requirement for Graduation with Distinction

Students seeking to graduate from the Honors Program with Distinction will develop a mentored scholarly or creative project initiated by the student and include as a mentor a full-time faculty member at Peru State College. Course credit is obtained through Independent Study and noted as an HP project, with credit earned for the course as a minimum of 3 credit hours. Projects normally are completed during the student's senior (final) academic year. The project can be scheduled for one semester or for the entire academic year. Funding may be provided to support the project, at the discretion of the VPAA. A written proposal (forms and instructions available from the Director) should be submitted to the Director no later than April 1 of the student's junior (penultimate) academic year for review and approval/disapproval. The student will present (in whatever form is most appropriate to the product of the project) his or her results to the academic community of the college in the final semester of the senior academic year (usually spring semester during Research Day). The faculty mentor will be asked to provide to the Director of the Honors Program a written, confidential evaluation of the performance of the student during his or her project, and both will agree on a grade to assign for Independent Study.

Scholarly activities are not limited by academic discipline and are meant to pair each student's interest with a faculty member's expertise. Thus, projects will vary greatly among schools, departments, and faculty members. All projects must: be original and contemporary works, e.g., they cannot be "canned" projects where the outcome is known in advance; not duplicate ongoing or existing work of the student; and produce some tangible or intellectual product that can be evaluated.

INTERDISCIPLINARY STUDIES MAJOR

Before applying for an individualized major, students should consult with their advisor about the possibility of pursuing an existing major.

Students with well-defined educational goals that are not met by any of the majors listed in the catalog may submit a proposal to create an Interdisciplinary Major. The major should be distinct from existing majors and use a set of courses to create an intentional, integrated and outcome-based program of study. The proposal must include:

1. A statement that describes the student's goal and the relevance of the major to his/her career or personal interests.
2. A list of 4-6 student learning outcomes for the program.
3. A list of the courses to be included in the program of study.
4. A preliminary description of the proposed capstone project.

The proposed program of study must meet these requirements:

- The courses identified must form an integrated plan and include 48-57 credits of coursework, of which 30 hours must be upper level (courses numbered 300 or above).
 - At least 30 credits must come from a primary discipline
 - At least 12 credits must come from one additional discipline.
- A culminating experience which may include a capstone course, capstone project, thesis or internship.
- No more than 6 credit hours of independent study (independent of thesis research) should be included in the major.

Students pursuing an Individualized Major must also complete all other applicable College graduation requirements, which include but are not limited to taking COLL 101, completing 120 credits, completing 40 upper division credits, and completing the General Studies requirements.

Students will select an advisor from the academic program which has the majority of the credits in the plan of study. They may also have an advisor from a secondary area.

The proposal must be approved by the advisor, appropriate Dean, and Vice President for Academic Affairs. Once the major is approved, the student will complete the program under the direction of his/her advisor and Dean. Any changes made after the initial approval must be reviewed and approved by the advisor and the Dean.

Students must have a minimum GPA of 3.0 at the time they request the Individualized Major. Students can apply for the major beginning with their second semester at the College and must apply prior to the end of their fifth semester (typically the Fall of the Junior year). A maximum of 12 credit hours completed prior to the submission of your IMP proposal may normally be counted for the IMP major.

All students pursuing an individualized major must complete a culminating experience. The experience must demonstrate (or align to) the learning outcomes initially established in the student's proposal and meet the expectations of the advisor. With any of the options below, students will provide a public presentation of some aspect of their culminating experience. Options include:

- A senior seminar class in one of the areas of focus with consent of the instructor.
- Pursue an independent study with a faculty member, which may include a research thesis.
- Complete an internship with a business or organization.

SCHOOL OF ARTS AND SCIENCES

Paul Hinrichs, Ph.D. Dean School of Arts and Sciences		
Gul Ahmad, Ph.D. Associate Professor of Biology	Zachary Killebrew, Ph.D. Assistant Professor of English	Kristi Nies, Ph.D. Assistant Professor of English
Michael Barger, Ph.D. Professor of Biology	Laura Lippman, M.F.A. Assistant Professor of Theater	Joshua Roach, D.M.A. Assistant Professor of Music
Jacob Bartlett, D.M.A. Associate Professor of Music	Laura McCauley, Ph.D. Associate Professor of Mathematics	Cassandra Tangen, M.A. Instructor of Mathematics
Richard Clopton, Ph.D. Professor of Biology	Susan Moore, M.F.A. Assistant Professor of Art	Kate Trout, Ph.D. Assistant Professor of Biology and Human Health
Sara Crook, Ph.D. Professor of History/ Social Science	Kenneth Myers, M.S. Instructor of Mathematics	Dennis Welsh, Ph.D. Professor of Chemistry
Charles Hicks, Ph.D. Assistant Professor of English	Nathan Netzer, Ph. D Assistant Professor of Materials Chemistry	Jude Wright, Ph.D. Assistant Professor of English
Matthew Hill, D.M.A. Associate Professor of Music	Kathleen Nehls, Ph.D. Assistant Professor of History	

The School of Arts and Sciences offers majors in Art, English, Liberal Arts, Mathematics, Music, Natural Science, and the Social Sciences. A curriculum has been developed for each of these areas that is designed to meet specific degree requirements and provide preparation for careers in teaching and non-teaching professions, and to satisfy a wide variety of career goals by providing prerequisites for graduate and professional study, offering teaching endorsements at the secondary level, and providing coursework for personal enrichment.

The English major includes English or Language Arts. The Natural Science major includes Biological Science, Biochemical Science, Disease and Human Health, Wildlife Ecology, and Nuclear Technology. Social Science major includes History and the broader area of Social Sciences. Majors in the visual arts provide teaching, studio arts, and graphic design options. Majors in the performing arts provide teaching and non-teaching options.

Minors are available in 2-D Art, 3-D Art, Biology, Chemistry, English, History, Graphic Design, Journalism, Mathematics, Music, Political Science, Social Science and Theatre. A grade of "C-" or better is required to fulfill the requirements.

Teacher education programs offer endorsements in Art, Biology, Chemistry, English, History, Language Arts, Vocal/Instrumental Music Education, Natural Science, Mathematics, Physical Science, and the Social Sciences.

ART

The mission of the Peru State College Art Program is to prepare graduates who are capable and successful artists, designers, and teachers. The Art Program has three options available to students based upon their interest. The Teaching Option is for students seeking certification to teach art in public schools. The Fine Arts Option is for students who intend to continue on to graduate school, or find a career in the arts. The Graphic Design option is for students who would like to be a creative in the design industry.

Student Learning Outcomes

1. To ensure competitive marketability in the Visual Arts & Communication fields, develop fluency in visual language, including elements and principles of design to communicate to an intended audience or market.
 - a. Students will be able to arrange the elements and principles of design to communicate a specific message to an intended audience.
 - b. Students will be able to craft the elements and principles of design cohesively throughout the whole body of work to target an intended audience or market.
2. To ensure mastery of a broad range of skills in the Visual Arts & Communication fields, interpret subjects and concepts in self-expressive ways and command a broad range of media and techniques/technologies to realize those expressions.
 - a. Students will be able to determine their individual visual voice for self-expression, using the elements and principles of design, in a cohesive public presentation.
 - b. Students will be able to apply at least four different media and/or techniques/ technologies to realize their visual voice.
3. Formulate spoken responses to examples of art-works and written analysis of accomplishments as a visual communicator.
 - a. Students will be able to evaluate the use of visual language and technique/media/technologies in work of their peers during in-class critique.
 - b. Students will reflect on their own accomplishments and growth in developing visual language fluency and technique/media/technologies skills.
4. Analyze contemporary/historical art movements and place own work in historical context.
 - a. Students will examine major art movements in relation to cultural/political/social history.
 - b. Students will be able to compare their work to historical/contemporary art movements to place their practice in art education or visual communication in an historical context.

Art Options (Non-Teaching)	<ul style="list-style-type: none">• Fine Arts• Graphic Design
Teaching Endorsement	<ul style="list-style-type: none">• Art (K-12) Endorsement
Minors	<ul style="list-style-type: none">• 2-D Emphasis• 3-D Emphasis• Graphic Design

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Art****Art (K-12) Field Endorsement**

This program will endorse an individual to teach Art grades Kindergarten through twelve (12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-9742" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Program prerequisite:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	410	Elementary Student Teaching	6
EDUC *	411	Secondary Student Teaching	6
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

K-12 EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	312	K-12 Practicum	2
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Art (K-12) Field Endorsement

ART CORE REQUIREMENTS

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	102	Drawing II	3
ART	203	2-D Design Foundation	3
ART	204	3-D Design Foundation	3
ART	217	Art History I	3
ART	218	Art History II	3
ART	311	Painting	3
ART	314	Digital Photography	3
ART	322	Modern and Contemporary Art	3
ART	325	Figure Drawing	3
ART	330	Printmaking	3
ART	400	Senior Exhibition/Portfolio	0
Art Core Total			33

ADDITIONAL ART REQUIREMENTS

ART	206	Art Appreciation	3
ART	300	Pottery	3
ART	308	Art Exploration	3
ART	310	Sculpture	3
ART	312	Watercolor Painting	3
Additional Requirements Total			15

ART ELECTIVES *(Select five (5) hours from the following. Required courses on this list may be repeated for an additional nine (9) hours.)*

ART	300	Pottery	3
ART	310	Sculpture	3
ART	311	Painting	3
ART	312	Watercolor Painting	3
ART	330	Printmaking	3
ART	350	Studio Activities (up to 12 hours/max. 3 hrs/semester)	3
ART	498	Special Topics in Art	1 - 4

Computer-Based Art Electives *(Select one of the following courses)*

ART	313	Illustration	3
ART	320	Web Design	3
ART	321	Motion Graphics	3
Art Electives Total			8
Art Required Courses Total			56

ENDORSEMENT TOTAL 98

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Art
Fine Arts Option**

The mission of the Peru State College Art Program is to prepare graduates who are capable and successful artists, designers, and teachers. The Art Program has three options available to students based upon their interest. The Fine Arts Option is for students who intend to continue on to graduate school, or find a career in the arts.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

ART CORE REQUIREMENTS

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	102	Drawing II	3
ART	203	2-D Design Foundation	3
ART	204	3-D Design Foundation	3
ART	217	Art History I	3
ART	218	Art History II	3
ART	311	Painting	3
ART	314	Digital Photography	3
ART	322	Modern and Contemporary Art	3
ART	325	Figure Drawing	3
ART	330	Printmaking	3
ART	400	Senior Exhibition/Portfolio	0
Art Core Total			33

FINE ART OPTION

ART	112	Introduction to Graphic Design	3
ART	300	Pottery	3
ART	310	Sculpture	3
ART	312	Watercolor Painting	3
ART	334	Designer's & Artist's Professional Seminar	3
Option Total			15

ART ELECTIVES *(Select nine (9) hours from the following. Required courses on this list may be repeated for an additional six (6) hours.)*

ART	215	Typography	3
ART	300	Pottery	3
ART	310	Sculpture	3
ART	312	Watercolor Painting	3
ART	313	Illustration	3
ART	320	Web Design	3
ART	321	Motion Graphics	3
ART	330	Printmaking	3
ART	350	Studio Activities	3
ART	498	Special Topics in Art	1-4
Art Electives			9
MAJOR TOTAL			57

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Art****Graphic Design Option**

The mission of the Peru State College Art Program is to prepare graduates who are capable and successful artists, designers, and teachers. The Art Program has three options available to students based upon their interest. The Graphic Design option is for students who would like to be a creative in the visual communication industry.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

ART CORE REQUIREMENTS

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	102	Drawing II	3
ART	203	2-D Design Foundation	3
ART	204	3-D Design Foundation	3
ART	217	Art History I	3
ART	218	Art History II	3
ART	311	Painting	3
ART	314	Digital Photography	3
ART	322	Modern and Contemporary Art	3
ART	325	Figure Drawing	3
ART	330	Printmaking	3
ART	400	Senior Exhibition/Portfolio	0
Art Core Total			33

GRAPHIC DESIGN OPTION

ART	112	Introduction to Graphic Design	3
ART	215	Typography	3
ART	313	Illustration	3
ART	316	Visual Identity	3
ART	320	Web Design	3
ART	321	Motion Graphics	3
ART	333	Design Studio	3
ART	334	Designer's & Artist's Professional Seminar	3
Option Total			24
MAJOR TOTAL			57

MINOR: 2-D Emphasis

REQUIRED COURSES

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	102	Drawing II	3
ART	203	2-D Design Foundation	3
ART	311	Painting	3
ART	312	Watercolor Painting	3
ART	330	Printmaking	
ART	314	Digital Photography	3
ART	322	Modern and Contemporary Art	3
Minor Total			21

MINOR: 3-D Emphasis

REQUIRED COURSES

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	102	Drawing II	3
ART	204	3-D Design Foundation	3
ART	300	Pottery	3
ART	310	Sculpture	3
ART	314	Digital Photography	3
ART	322	Modern and Contemporary Art	3
Minor Total			21

MINOR: Graphic Design Emphasis

REQUIRED COURSES

Course	No.	Title	Hours
ART	101	Drawing I	3
ART	112	Introduction to Graphic Design	3
ART	203	2-D Design Foundation	3
ART	313	Illustration	3
ART	314	Digital Photography	3
ART	316	Visual Identity	3
ART	320	Web Design	3
Minor Total			21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

ENGLISH

English studies is an academic area that focuses on the power, beauty, and endless diversity of human language and literature. This area of study appeals to students who want to study well-crafted literary, expository, and analytical texts, including film, and who want to improve their ability to create such texts as well.

Student Learning Outcomes

1. Students will gain a mastery of basic skills in grammar and composition.
 - a. Students will be able to compose original written work, including presentations, while observing proper grammatical rules.
 - b. Students will be able to apply the principles of composition in written work for diverse audiences and situations.
 - c. Students will be able to critique their own work and the work of others on the principles of proper grammar and composition.
2. Students will combine critical reading and thinking skills to express and assess ideas clearly.
 - a. Students will be able to show demonstrable analytical thinking skills in order to critique a variety of texts, including literary, rhetorical and journalistic.
 - b. Students will be prepared to parse texts for specific details that contribute to the application of understanding within both academic and professional settings.
 - c. On both an objective and subjective level, students will be able to apply close reading skills to create their own meaning from texts.
3. Students will understand and interpret major literary works in all genres.
 - a. Students will be able to comprehend literary works within their various cultural, historical, political and social contexts.
 - b. Students will be able to create relevant connections between literary works and their own contemporary experiences.
 - c. Students will be able to analyze underlying themes in literary works and apply this knowledge in order to better interpret the world around them.

English/Language Arts Options (Non-Teaching)	<ul style="list-style-type: none">• English• Language Arts
Teaching Endorsements	<ul style="list-style-type: none">• Secondary English• English/Language Arts (7-12) Field Endorsement
Minors	<ul style="list-style-type: none">• English• Journalism• Theater

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: English

Secondary English

This program will endorse an individual to teach English grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses. Educ 208 and Educ 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take Educ 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for Educ 208. The transfer student will still need to complete Educ 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take Psyc 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

English (7-12) Subject Endorsement

ENGLISH CORE REQUIREMENTS

Course	No.	Title	Hours
ENG	222	World Literature to 1500	3
ENG	301	Traditional Grammar	3
ENG	302	Literary Theory	3
ENG	450	English Seminar	3
English Core Total			12

ADDITIONAL ENGLISH REQUIREMENTS

EDUC*	403	Diagnostic and Remedial Reading	3
ENG	203	Literature for Children through Adolescence	3
ENG	401	Young Adult Literature	
ENG	225	Short Story	3
ENG	322	British Literature I - Early Literature to 1780	6
ENG	323	British Literature II - 1780 to Present	
ENG	326	American Literature I	
ENG	327	American Literature II	
ENG	357	Interpretive Reading	3
ENG	418	Shakespeare	3
English Additional Requirements Total			21

ENGLISH ELECTIVES *(Select 1 course from the following electives)*

ENG	306	Nebraska Literature	3
ENG	307	Seminar in the Novel	3
ENG	309	Creative Writing	3
ENG	311	Creative Non-Fiction	3
ENG	320	Science Fiction Literature & Film	3
ENG	330	Modern Poetry and Drama	3
ENG	360	Comics as Literature	3
ENG	362	Women Writers	3
ENG	375	Film Studies	3
ENG	440	History of the English Language	3
JOUR	232	Social Media Theory & Practice	3
English Electives Total			3
English Required Courses Total			36
ENDORSEMENT TOTAL			78

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)
Major: English
English Language Arts (7-12) Field Endorsement

This program will endorse an individual to teach English/Language Arts grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses. Educ 208 and Educ 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take Educ 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for Educ 208. The transfer student will still need to complete Educ 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take Psyc 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

English Language Arts (7-12) Field Endorsement

ENGLISH CORE REQUIREMENTS

Course	No.	Title	Hours
ENG	222	World Literature to 1500	3
ENG	301	Traditional Grammar	3
ENG	302	Literary Theory	3
ENG	450	English Seminar	3
English Core Total			12

ADDITIONAL ENGLISH REQUIREMENTS

EDUC*	403	Diagnostic and Remedial Reading	3
ENG	203	Literature for Children through Adolescence	3
ENG	401	Young Adult Literature	
ENG	225	Short Story	3
ENG	322	British Literature I - Early Literature to 1780 OR	6
ENG	323	British Literature II - 1780 to Present	
ENG	326	American Literature I OR	
ENG	327	American Literature II	
ENG	357	Interpretive Reading	3
ENG	418	Shakespeare	3
JOUR	234	Beginning Journalism	3
JOUR	235	Newspaper Editing	2
JOUR	401	Journalism Practicum	1
THEA	355	Principles of Play Production	3
English Additional Requirements Total			30

ENGLISH ELECTIVES *(Select 1 course from the following electives)*

ENG	306	Nebraska Literature	3
ENG	307	Seminar in the Novel	3
ENG	309	Creative Writing	3
ENG	311	Creative Non-Fiction	3
ENG	320	Science Fiction Literature & Film	3
ENG	330	Modern Poetry and Drama	3
ENG	360	Comics as Literature	3
ENG	362	Women Writers	3
ENG	375	Film Studies	3
ENG	440	History of the English Language	3
JOUR	232	Social Media Theory & Practice	3
English Electives Total			3
English Required Courses Total			45
ENDORSEMENT TOTAL			87

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: English****English Option**

A student must complete the following core requirements in addition to a selected option and the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

ENGLISH CORE REQUIREMENTS

Course	No.	Title	Hours
ENG	222	World Literature to 1500	3
ENG	301	Traditional Grammar	3
ENG	302	Literary Theory	3
ENG	450	English Seminar	3
English Core Total			12

ADDITIONAL ENGLISH REQUIREMENTS

ENG	322	British Literature I - Early Literature to 1780 OR	6
ENG	323	British Literature II - 1780 to Present	
AND			
ENG	326	American Literature I OR	
ENG	327	American Literature II	
ENG	418	Shakespeare	3
JOUR	234	Beginning Journalism	3

GENRE REQUIREMENTS

ENG	225	Short Story	3
ENG	307	Seminar in the Novel	3
ENG	330	Modern Poetry and Drama	3
English Additional Requirements Total			21

ENGLISH ELECTIVES *(Select 6 courses from the following electives)*

ENG	203	Literature for Children through Adolescence	3
ENG	306	Nebraska Literature	3
ENG	309	Creative Writing	3
ENG	311	Creative Non-Fiction	3
ENG	320	Science Fiction Literature & Film	3
ENG	357	Interpretive Reading	3
ENG	360	Comics as Literature	3
ENG	362	Women Writers	3
ENG	375	Film Studies	3
ENG	440	History of the English Language	3
JOUR	232	Social Media Theory & Practice	3
English Electives Total			18
MAJOR TOTAL			51

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: English****Language Arts Option**

A student must complete the following core requirements in addition to a selected option and the General Studies requirements.
No grade lower than "C-" will satisfy major requirements.

ENGLISH CORE REQUIREMENTS

Course	No.	Title	Hours
ENG	222	World Literature to 1500	3
ENG	301	Traditional Grammar	3
ENG	302	Literary Theory	3
ENG	450	English Seminar	3
English Core Total			12

ADDITIONAL ENGLISH REQUIREMENTS

ENG	322	British Literature I - Early Literature to 1780 OR	6
ENG	323	British Literature II - 1780 to Present	
ENG	326	American Literature I OR	
ENG	327	American Literature II	
ENG	357	Interpretive Reading	3
ENG	418	Shakespeare	3
JOUR	100	Introduction to Mass Communications	3
JOUR	234	Beginning Journalism	3
JOUR	235	News Editing	2
JOUR	401	Journalism Practicum	1
THEA	232	Introduction to Theatre	3
THEA	355	Principles of Play Production	3
English Additional Requirements Total			27

ENGLISH ELECTIVES *(Select 4 courses from the following electives)*

ENG	203	Literature for Children through Adolescence	3
ENG	225	Short Story	3
ENG	306	Nebraska Literature	3
ENG	307	Seminar in the Novel	3
ENG	309	Creative Writing	3
ENG	311	Creative Non-Fiction	3
ENG	320	Science Fiction Literature & Film	3
ENG	330	Modern Poetry and Drama	3
ENG	360	Comics as Literature	3
ENG	362	Women Writers	3
ENG	375	Film Studies	3
ENG	440	History of the English Language	3
JOUR	232	Social Media Theory & Practice	3
English Electives Total			12
MAJOR TOTAL			51

MINOR: English**REQUIRED COURSES**

Course	No.	Title	Hours
ENG	222	World Literature to 1500	3
ENG	301	Traditional Grammar	3
ENG	309	Creative Writing	3
JOUR	234	Beginning Journalism	
ENG	326	American Literature I	3
ENG	327	American Literature II	
ENG	418	Shakespeare	3
ENG	450	English Seminar	
Required Courses			15
GENRE REQUIREMENTS <i>(Select 1 course from the following electives)</i>			
ENG	225	Short Story	3
ENG	307	Seminar in the Novel	3
ENG	330	Modern Poetry and Drama	3
English Additional Requirements Total			3
ENGLISH ELECTIVES <i>(Select 1 course from the following electives)</i>			
ENG	203	Literature for Children through Adolescence	3
ENG	306	Nebraska Literature	3
ENG	311	Creative Non-Fiction	3
ENG	320	Science Fiction Literature & Film	3
ENG	360	Comics as Literature	3
ENG	362	Women Writers	3
ENG	375	Film Studies	3
JOUR	232	Social Media Theory & Practice	3
English Electives Total			3
MINOR TOTAL			21

MINOR: Journalism**REQUIRED COURSES**

Course	No.	Title	Hours
ART	112	Introduction to Graphic Design	3
JOUR	100	Introduction to Mass Communication	3
JOUR	234	Beginning Journalism	3
JOUR	235	Newspaper Editing	3
JOUR	401	Journalism Practicum (must take 3 hours)	3
Journalism Core Total			15
GRAPHIC DESIGN COURSE <i>(Select one 1 course from the following)</i>			
ART	203	2-D Design	3
ART	320	Web Design	3
BUSINESS COURSE <i>(Select one 1 course from the following)</i>			
BUS	201	Organizational Communication	3
BUS	328	Principles of Marketing	3
CMIS	410	Web Page Development & Programming	3
Additional Requirements Total			6
MINOR TOTAL			21

MINOR: Theatre**REQUIRED COURSES**

Course	No.	Title	Hours
ENG	330	Modern Poetry and Drama	3
ENG	418	Shakespeare	3
THEA	232	Introduction to Theatre	3
THEA	250	Acting	3
THEA	355	Principles of Play Production	3
SPCH	357	Interpretive Reading	3

THEA	363	Directing	3
MINOR TOTAL			21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

BACHELOR OF ARTS (BA)

Major: Liberal Arts

The Liberal Arts major at Peru State builds on the broad General Studies foundation at the college or on a similar foundation in the previous experience of transfer students. The major is dedicated to developing intellectually well-rounded individuals who wish to attain a broad-based undergraduate education. It allows flexibility in selecting concentration fields, facilitating the exploration of multiple areas of interest. Candidates for the Liberal Arts major must fulfill all requirements for the BA degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

LIBERAL ARTS CORE REQUIREMENTS <i>(these courses may not be counted to satisfy Concentration requirements)</i>			
Upper Division Literature			3
Upper Division Art			3
OR			
Upper Division Music			3
Upper Division History			
Upper Division Political Science			3
PHIL	201	Introduction to Philosophy	3
OR			
MATH	230	Foundation of Mathematical Thought	
LIBERAL ARTS CORE TOTAL			15

CONCENTRATION FIELDS *Select twenty-one (21) hours from each of two (2) of the following concentration areas*

Art	
English/Journalism	
History/Political Science	
Music	
Science/Math	
Sociology/Psychology/Anthropology	
Concentration TOTAL	42
MAJOR TOTAL	57

At least 50% of the total concentration must be upper-division. At least one capstone class must be included.

MATHEMATICS

The Mathematics Bachelor's Degree Program at Peru State College has two options, a mathematics option and a Mathematics Education option. Both programs consist of a strong core to provide a foundation for more advanced courses and a set of additional courses that prepare the student for the education field, for advanced study in graduate school, or to begin a career in industry.

Student Learning Outcomes

1. Acquire a mastery of basic mathematics skills and concepts.
 - a. Students will be able to demonstrate proficiency in algebra, calculus, geometry, statistics and higher mathematics.
2. Be able to effectively communicate mathematical concepts and ideas.
 - a. Students will be able to read mathematics with understanding.
 - b. Students will be able to communicate mathematical ideas with clarity and coherence through writing and speaking.
 - c. Students will be able to use technology to promote understanding of mathematical ideas.
3. Possess higher-level problem solving and critical thinking skills.
 - a. Students will be able to formulate a logical argument.
 - b. Students will be able to organize and construct a proficient proof.
 - c. Students will be able to use computer technology to support problem solving.
4. Attain mathematical maturity, i.e. mathematical experience and insight.
 - a. Students will be able to adapt their present knowledge to extend to unfamiliar mathematical ideas.
 - b. Students will be able to identify and demonstrate how and where to access mathematical information.
 - c. Students will be able to apply their knowledge and critical thinking through exploration, conjecture, and generalization in mathematics and statistics.

Mathematics Option (Non-Teaching)	<ul style="list-style-type: none">• Mathematics
Teaching Endorsement	<ul style="list-style-type: none">• Mathematics (7-12) Field Endorsement
Minor	<ul style="list-style-type: none">• Mathematics

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Mathematics****Mathematics (6-12) Field Endorsement**

This program will endorse an individual to teach Mathematics grades six through twelve (6-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.

- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.

- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.

- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:			
PSYC**	250	Human Growth & Development	3

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

Mathematics (6-12) Field Endorsement**REQUIRED PROGRAM PREREQUISITES**

Course	No.	Title	Hours
STAT	210	Statistics	3
Required General Studies Total			3

MATHEMATICS CORE REQUIREMENTS

MATH	225	Calculus with Analytic Geometry I	5
MATH	226	Calculus with Analytic Geometry II	5
MATH	230	Foundations of Mathematical Thought	3
MATH	306	Modern Algebra	3

MATH	327	Calculus with Analytic Geometry III	3
MATH	418	Linear Algebra	3
MATH	490	Seminar in Mathematics	1
Mathematics Core Total			23
MATHEMATICS FIELD ENDORSEMENT REQUIREMENTS			
MATH	114	Trigonometry	3
MATH	304	Modern Geometry	3
MATH	404	Mathematical Modeling	3
MATH	430	Discrete Structures	3
STAT	440	Advanced Statistics	3
Mathematics Field Endorsement Requirements Total			38
FIELD ENDORSEMENT TOTAL			80

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Mathematics

The Mathematics Major has two (2) options: a Mathematics option, and a Mathematics Field Endorsement (7-12). Students completing a Mathematics degree must take STAT 210 to fulfill General Studies requirements.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

REQUIRED PROGRAM PREREQUISITES

Course	No.	Title	Hours
STAT	210	Statistics	3

MATHEMATICS CORE REQUIREMENTS

MATH	225	Calculus with Analytic Geometry I	5
MATH	226	Calculus with Analytic Geometry II	5
MATH	230	Foundations of Mathematical Thought	3
MATH	306	Modern Algebra	3
MATH	327	Calculus with Analytic Geometry III	3
MATH	418	Linear Algebra	3
MATH	490	Seminar in Mathematics	1
Mathematics Core Total			23

ADDITIONAL PROGRAM REQUIREMENTS

MATH	328	Differential Equations	3
MATH	420	Advanced Calculus	3
STAT	440	Advanced Statistics	3

SCIENCE SEQUENCE *(Choose one (1) course sequence from the following)*

CHEM	101	General Chemistry I AND General Chemistry II OR General Physics I AND General Physics II	8
CHEM	102		
PHYS	201	General Physics I AND General Physics II	10
PHYS	202		

MATHEMATICS ELECTIVES *(Select nine (9) hours (at least three (3) courses) from the following)*

MATH	304	Modern Geometry	3
MATH	404	Mathematical Modeling	3
MATH	430	Discrete Structures	3
		Independent Study and/or Special topics in Mathematics may be applied toward the major with the consent of the Dean of the School.	3

Option Total **26 - 28**

MAJOR TOTAL **49 - 51**

Minor: Mathematics

REQUIRED COURSES

Course	No.	Title	Hours
Math	225	Calculus with Analytic Geometry I	5
	226	Calculus with Analytic Geometry II	5
	418	Linear Algebra	3
MATHEMATICS ELECTIVE REQUIREMENTS			
Upper Division Mathematics or Statistics Electives			6
		Minor Total	19

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

MUSIC

Peru State College Department of Music emphasizes the training of future music educators. However, students can also obtain degrees in performance and music marketing. An endorsement in elementary music education and a community music/private studio option is also available.

Student Learning Outcomes

1. Students will effectively communicate topics in the musical arts.
 - a. Students will be able to effectively communicate topics related to the musical arts in the oral form.
 - b. Students will be able to effectively communicate topics related to the musical arts in the written form.
2. Students will analyze information in musical compositions and performances.
 - a. Students will be able to analyze musical examples in written form.
3. Students will successfully perform and evaluate the performance of music from all historical periods and idioms.
 - a. Students will be able to perform in their applied area, while developing skills required for proficiency.
4. Students will demonstrate proficiency in basic piano skills.
 - a. Students will be able to perform a piano proficiency exam demonstrating scales, chord progressions, sight-reading, harmonization, transposition, prepared pieces, four-part score reading, and improvisation

Music Options Non-Teaching)	<ul style="list-style-type: none">• Community Music and Private Studio• Music Marketing• Music Performance
Teaching Endorsement	<ul style="list-style-type: none">• Music K-12 Vocal/Instrumental Field Endorsement
Minors	<ul style="list-style-type: none">• Music

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Music

Music K-12 Vocal/Instrumental Education Field Endorsement

This program will endorse an individual to teach Vocal/Instrumental Music in grades Pre-Kindergarten through twelve (K-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	410	Elementary Student Teaching	6
EDUC	411	Secondary Student Teaching	6
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

K-12 EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	312	K-12 Practicum	2
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			5
SECONDARY EDUCATION MAJOR TOTAL			39

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Students preparing to teach PK-12 are required to take the Education Core and the K-12 Education Option. Practicum & student teaching must include experiences with both elementary and secondary students.

Music K-12 Vocal/Instrumental Education Field Endorsement

MUSIC CORE REQUIREMENTS

Course	No.	Title	Hours
MUSC	111	Fundamentals of Music	3
MUSC	241	Music Theory I	3
MUSC	242	Music Theory II	3
MUSC	310	World Musics	3
MUSC	442	Music History II (1750-present)	3
		Music Core Total	15

VOCAL/INSTRUMENTAL MUSIC REQUIREMENTS

MUSC	112	Class Piano I	1
MUSC	114	Class Piano II	1
MUSC	212	Class Piano III	1
MUSC	214	Class Piano IV	1
MUSC	251	Elementary Music Methods	3
MUSC	321	Choral Techniques	2
MUSC	322	Band Techniques	2
MUSC	341	Music Theory III	3
MUSC	342	Arranging	3
MUSC	351	Brass Instrument Techniques	2
MUSC	352	Woodwind Instrument Techniques	2
MUSC	362	Percussion Instrument Techniques	2
MUSC	372	Vocal Techniques	2
MUSC	441	Music History I (Antiquity - 1750)	3
MUSC	462	Conducting	3

MUSIC PERFORMANCE REQUIREMENTS

MUSC	100	Recital Attendance (<i>7 semesters required</i>)	0
MUSC	200	Piano Proficiency	0

Large Ensemble Performance (*6 semesters required*)

MUSC	101	College Band	6
		OR	
MUSC	102	College Choir	

Applied music in one (1) major area

MUSC	120	Applied music in one major area: (voice, instrument or *piano)	6
	220		
	320		
	420		
MUSC	120	*Applied piano (<i>3 semesters required</i>)	3
	220		
	320		
	420		
MUSC	440	Senior Recital	1
		Music K-12 Vocal/Instrumental Total	47
		FIELD ENDORSEMENT TOTAL	101

*If the major applied area is piano, then three (3) hours of applied voice or applied instrument will be substituted for the three (3) hours applied piano requirement. Regardless of what major instrument is chosen, the student must have experiences in voice, instrument, and piano.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Music

Community Music and Private Studio Option

The Music Education (K-12 endorsements), Community Music, Music Performance, Music Marketing, and Private Studio option, and the Music Minor are open to all students who have the ability to read music and perform on a wind or percussion instrument, piano, or as a vocalist.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

MUSIC CORE REQUIREMENTS

Course	No.	Title	Hours
MUSC	111	Fundamentals of Music	3
MUSC	241	Music Theory I	3
MUSC	242	Music Theory II	3
MUSC	310	World Musics	3
MUSC	442	Music History II (1750-present)	3
Music Core Total			15

COMMUNITY MUSIC AND PRIVATE STUDIO OPTION

MUSC	251	Elementary Music Methods	3
MUSC	341	Music Theory III	3
MUSC	342	Arranging	3
MUSC	441	Music History I (Antiquity - 1750)	3
MUSC	462	Conducting	3
MUSC**	497	Practicum in Studio Teaching/Community	2
MUSC**	499	Senior Project/Independent Study	2

MUSIC ELECTIVES

MUS	***	Any music methods or techniques class	2
-----	-----	---------------------------------------	---

MUSIC PERFORMANCE REQUIREMENTS

MUSC	100	Recital Attendance (7 semesters required)	0
------	-----	---	---

Large Ensemble Performance (7 semesters required)

MUSC	101	College Band	7
		OR	
MUSC	102	College Choir	

Applied music in one (1) major area

MUSC	120	Applied music in one major area: (voice, instrument or *piano)	7
	220		
	320		
	420		
MUSC	120	*Applied keyboard	4
	220		
	320		
	420		
		Option Total	39
MAJOR TOTAL			54

*If the major applied area is piano, then three (3) hours of applied voice or applied instrument will be substituted for the three (3) hours applied piano requirement.

**Students may substitute Internship/Practicum with the permission of the Advisor/Dean.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Music

Music Marketing Option

The Music Education (K-12 endorsements), Community Music, Music Performance, Music Marketing , and Private Studio option, and the Music Minor are open to all students who have the ability to read music and perform on a wind or percussion instrument, piano, or as a vocalist.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

MUSIC CORE REQUIREMENTS

Course	No.	Title	Hours
MUSC	111	Fundamentals of Music	3
MUSC	241	Music Theory I	3
MUSC	242	Music Theory II	3
MUSC	310	World Musics	3
MUSC	442	Music History II (1750-present)	3
Music Core Total			15

MARKETING OPTION

BUS	251	Legal Environment & Contract Law	3
BUS	328	Principles of Marketing	3
BUS	329	Integrated Marketing Communications	3
BUS	350	Professional Selling	3
BUS	441	Cooperative Education Internship	3
MUSC	341	Music Theory III	3
MUSC	441	Music History I (Antiquity to 1750)	
MUSC	363	Music Business	3

MUSIC PERFORMANCE REQUIREMENTS

MUSC	100	Recital Attendance (7 semesters required)	0
------	-----	---	---

Large Ensemble Performance (7 semesters required)

MUSC	101	College Band	7
MUSC	102	College Choir	

Applied music in one (1) major area

MUSC	120	Applied music in one major area: (voice, instrument or *piano)	7
	220		
	320		
	420		
MUSC	120	*Applied piano	2
	220		
	320		
	420		
		Option Total	37
MAJOR TOTAL			52

*If the major applied area is piano, then three (3) hours of applied voice or applied instrument will be substituted for the three (3) hours applied piano requirement.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Music

Music Performance Option

The Music Education (K-12 endorsements), Community Music, Music Performance, Music Marketing , and Private Studio option, and the Music Minor are open to all students who have the ability to read music and perform on a wind or percussion instrument, piano, or as a vocalist.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

MUSIC CORE REQUIREMENTS

Course	No.	Title	Hours
MUSC	111	Fundamentals of Music	3
MUSC	241	Music Theory I	3
MUSC	242	Music Theory II	3
MUSC	310	World Musics	3
MUSC	442	Music History II (1750-present)	3
Music Core Total			15

MUSIC PERFORMANCE OPTION

MUSC	341	Music Theory III	3
MUSC	342	Arranging	3
MUSC	441	Music History I (Antiquity - 1750)	3
MUSC	462	Conducting	3

MUSIC PERFORMANCE REQUIREMENTS

MUSC	100	Recital Attendance (<i>7 semesters required</i>)	0
------	-----	--	---

Large Ensemble Performance (*7 semesters required*)

MUSC	101	College Band	7
OR			
MUSC	102	College Choir	

Applied music in one (1) major area

MUSC	120	Applied music in one major area: (voice, instrument or *piano)	14
	220		
	320		
	420		
MUSC	120	*Applied piano	3
	220		
	320		
	420		
MUSC	340	Junior Recital	1
MUSC	440	Senior Recital	1
Option Total			38
MAJOR TOTAL			53

*If the major applied area is piano, then three (3) hours of applied voice or applied instrument will be substituted for the three (3) hours applied piano requirement.

Minor: Music

REQUIRED COURSES

Course	No.	Title	Hours
MUSC	111	Fundamentals of Music	3
MUSC	241	Music Theory I	3
MUSC	242	Music Theory II	3
ADDITIONAL MUSIC REQUIREMENTS (Choose three (3) courses from the following)			
MUSC	341	Music Theory III	3
MUSC	342	Arranging	3
MUSC	441	Music History I (Antiquity - 1750)	3
MUSC	442	Music History II (1750-present)	3
Large Ensemble Performance (2 semesters required)			
MUSC	101	College Band	2
		OR	
MUSC	102	College Choir	
Minor Total			20

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

NATURAL SCIENCE MAJOR

The Natural Science Bachelor's Degree Program (BS, BA) consists of a core of courses to provide the students with a strong foundation for advanced study. The Biochemical Science option is designed for students planning to enroll in post-graduate (MS, PhD) or professional school (e.g., Medical or Pharmacy School) or begin a career in industrial, agricultural, or environmental chemistry.

Student Learning Outcomes

1. Baccalaureate-level mastery of scientific vocabulary and concepts appropriate to the major discipline of study.
 - a. Students will be able to define and use the scientific vocabulary appropriate to the major discipline of study.
2. Ability to utilize the scientific method in problem solving
 - a. Students will be able to plan a scientific study appropriate to their major discipline of study.
 - b. Students will be able to analyze a scientific study to identify its strengths and weaknesses.
3. Ability to critically evaluate scientific ideas and data and incorporate new information in a synthetic context.
 - a. Students will be able to construct explicit mechanistic links between scientific disciplines.
 - b. Students will be able to discuss new ideas in the context of their existing knowledge.
4. Ability and proclivity for life-long learning
 - a. Students will be able to utilize the scientific knowledge base.
 - b. Students will explain how they access valid scientific information to solve problems and improve their knowledge of subjects related to their major discipline of study and professional interests

Natural Science Options (Non-Teaching)	<ul style="list-style-type: none">• Biochemical Science• Biological Science• Disease and Human Health• Nuclear Technology• Wildlife Ecology
Teaching Endorsements	<ul style="list-style-type: none">• Biology (7-12) Subject Endorsement• Chemistry (7-12) Subject Endorsement• Science (7-12) Field Endorsement
Minors	<ul style="list-style-type: none">• Biology• Chemistry

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Natural Science****Biology (7-12) Subject Endorsement**

This program will endorse an individual to teach Biology grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Program prerequisite:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

Biology (7-12) Subject Endorsement

BIOLOGY SUBJECT ENDORSEMENT REQUIREMENTS

Course	No.	Title	Hours
<i>BIOLOGY</i>			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	312	Human Physiology	4
BIOL	317	Ecology	4
BIOL	404	Genetics	3
BIOL	***	Upper-division electives (300-400) in Biology	3 - 4
<i>CHEMISTRY</i>			
CHEM	101	General Chemistry I	4
<i>EARTH SCIENCE</i>			
ESCI	230	Limnology	4
<i>PHYSICS</i>			
PHYS	201	General Physics I	5
Science Total			42-43
FIELD ENDORSEMENT TOTAL			84-85

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Natural Science****Chemistry (7-12) Subject Endorsement**

This program will endorse an individual to teach Chemistry grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses the following. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Program prerequisite:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

Chemistry (7-12) Subject Endorsement

CHEMISTRY SUBJECT ENDORSEMENT REQUIREMENTS

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	330	Cellular Biology	3
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	205	Principles of Qualitative Analysis	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry and Biochemical Techniques	4
EARTH SCIENCE			
ESCI	230	Limnology	4
PHYSICS			
PHYS	201	General Physics I	5
		Science Total	42
FIELD ENDORSEMENT TOTAL			84

*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Natural Science
Science (7-12) Field Endorsement**

This program will endorse an individual to teach Science grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

Science (7-12) Field Endorsement

SCIENCE FIELD ENDORSEMENT REQUIREMENTS

Course	No.	Title	Hours
BIOLOGY			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
EARTH SCIENCE			
ESCI	230	Limnology	4
ESCI	240	Intro to Meteorology and Climatology	4
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Science Total	49
FIELD ENDORSEMENT TOTAL			91

*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Natural Science Biochemical Science Option

The Biochemical Science option is designed for students planning to enroll in post-graduate (M.S., Ph.D) or professional school (e.g., Medical or Pharmacy School) or begin a career in industrial, agricultural, or environmental chemistry after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

NATURAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
<i>Organismal Biology</i>			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
<i>Biological Chemistry</i>			
BIOL	330	Cellular Biology	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
<i>Final Defense</i>			
BIOL	495	Senior Competency Exam	0
Natural Science Core Total			33

BIOCHEMICAL SCIENCE OPTION

ADVANCED BIOLOGICAL CHEMISTRY AND SYSTEMS				
Advanced Biological Chemistry and Systems				
CHEM	210	Analytical Chemistry		4
CHEM	303	Organic Chemistry I		5
CHEM	304	Organic Chemistry II		5
CHEM	431	Biochemistry and Biochemical Techniques		4
Choose one of the following courses:				
BIOL	315	Immunology OR	3 - 4	
CHEM	220	Intro to Nanotechnology OR		
CHEM	461	Molecular Biology and Molecular Tech		
Capstone/Practicum: Choose one of the following courses:				
BIOL	412	Experimental Biology OR	3	
BIOL	490	Undergraduate Research Thesis OR		
CHEM	490	Undergraduate Research Thesis		
			Option Total	24-25
MAJOR TOTAL				57 - 58

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Natural Science Biological Science Option

The Biological Science option is designed for students planning to enroll in a graduate (M.S., Ph.D) or professional school (e.g., medical or veterinary school) after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

NATURAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
<i>Organismal Biology</i>			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
<i>Biological Chemistry</i>			
BIOL	330	Cellular Biology	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
<i>Final Defense</i>			
BIOL	495	Senior Competency Exam	0
Natural Science Core Total			33

BIOLOGICAL SCIENCE OPTION

BIOLOGICAL SCIENCE OPTION			
Systems Biology			
ESCI	230	Limnology	4
Organismal Biology: Choose three of the following courses including 1 Invertebrate Biology course and 1 Vertebrate Biology course:			
Invertebrate Biology			
BIOL	365	Entomology	4
BIOL	370	Natural History of Invertebrates	4
BIOL	380	Invertebrate Zoology	4
BIOL	398	Parasitology	4
Vertebrate Biology			
BIOL	420	Comparative Anatomy & Evolution of Vertebrates	4
BIOL	426	Vertebrate Diversity	4
		Organismal Biology Total	12
Homeostatic Systems: Choose one of the following:			
BIOL	312	Human Physiology OR	3 - 4
BIOL	315	Immunology OR	
BIOL	385	Disease and Epidemiology	
Capstone/Practicum: Choose one of the following:			
BIOL	412	Experimental Biology OR	3
BIOL	490	Undergraduate Research Thesis	
		Option Total	22-23
MAJOR TOTAL			55 - 56

*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Natural Science

Disease and Human Health Option

The Disease and Human Health option is designed for students planning to enroll in a graduate (M.S., Ph.D) program in epidemiology and public health or professional school in medical or human health care after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

NATURAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
<i>Organismal Biology</i>			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
<i>Biological Chemistry</i>			
BIOL	330	Cellular Biology	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
<i>Final Defense</i>			
BIOL	495	Senior Competency Exam	0
Natural Science Core Total			33

DISEASE AND HUMAN HEALTH OPTION

HUMAN SYSTEMS BIOLOGY				
Human Systems Biology				
BIOL	210	Human Anatomy		4
BIOL	312	Human Physiology		4
BIOL	315	Immunology		3
Biology of Disease: Choose three (3) of the following courses:				
BIOL	340	Virology	9 - 10	
BIOL	385	Disease and Epidemiology		
BIOL	398	Parasitology		
HP	305	Microscopic Monarchs: Disease in History		
Capstone/Practicum: Choose one (1) of the following courses:				
BIOL	412	Experimental Biology OR	3	
BIOL	490	Undergraduate Research Thesis		
			Option Total	23-24
MAJOR TOTAL				56-57

*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Natural Science Wildlife Ecology Option

The Wildlife Ecology option is designed for students interested in careers in conservation management, environmental science, resource management, and wildlife-related fields, including as officers or rangers in governmental agencies and positions in allied non-governmental organizations.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

NATURAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
<i>Organismal Biology</i>			
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution and Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
<i>Biological Chemistry</i>			
BIOL	330	Cellular Biology	3
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
<i>Final Defense</i>			
BIOL	495	Senior Competency Exam	0
Natural Science Core Total			33

WILDLIFE ECOLOGY OPTION

Systems Biology			
ESCI	230	Limnology	4
Wildlife Ecology			
BIOL	350	Conservation & Management	3
BIOL	351	Introduction to Geographical Information Systems	1
BIOL	355	Wildlife Techniques	3
Invertebrate Biology: Choose one (1) of the following courses:			
BIOL	365	Entomology OR	4
BIOL	370	Natural History of Invertebrates OR	
BIOL	380	Invertebrate Zoology OR	
BIOL	398	Parasitology	
Vertebrate Biology			
BIOL	420	Comparative Anatomy & Evolution of Vertebrates	4
BIOL	426	Vertebrate Diversity	4
Capstone/Practicum: Choose one (1) of the following:			
BIOL	414	Internship in Wildlife Biology OR	1
BIOL	490	Undergraduate Research Thesis	
		Option Total	24
MAJOR TOTAL			57

*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Minor: Biology

REQUIRED COURSES

Course	No.	Title	Hours
BIOL	102	Introductory Zoology	4
BIOL	301	Microbiology	4
BIOL	311	Evolution & Systematic Biology	3
BIOL	317	Ecology	4
BIOL	404	Genetics	3
BIOL	***	<i>Electives in Biology (except BIOL 130):</i>	3
Minor Total			21

*** Any course with a BIOL prefix except BIOL 130

Minor: Chemistry

REQUIRED COURSES

Course	No.	Title	Hours
BIOL	330	Cellular Biology	3
CHEM	101	General Chemistry 1	4
CHEM	102	General Chemistry II	4
CHEM	205	Principles of Qualitative Analysis	4
CHEM	303	Organic Chemistry 1	5
Minor Total			20

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

SOCIAL SCIENCE

A degree in social science combines an extensive knowledge of history with coursework in economics, geography, political science, psychology and anthropology/sociology. Because of its breadth, the social science major is an excellent preparation for those considering a variety of options including law school, non-profits, graduate and professional programs, public service, media, military service, and museum work.

Student Learning Outcomes

1. Students develop an effective and well-substantiated thesis
 - a. Students will be able to frame an original research question or new approach to an existing question in a thoughtful, critical manner.
 - b. Students will be able to articulate and develop a well-organized, substantiated argument.
2. Students frame historical questions in a thoughtful, critical manner
 - a. Students will be able to clearly state a significant historical question.
 - b. Students will be able to critically analyze and clarify the significance of an historical question.
3. Students effectively evaluate and analyze primary sources
 - a. Students will be able to demonstrate thorough awareness of origins, authors, and contexts of all primary sources.
 - b. Students will be able to employ verification strategies to primary sources.
 - c. Students will be able to conduct complex analysis of primary sources.
 - d. Students will be able to utilize a range of primary sources appropriate to informing thesis of research paper.
4. Students evaluate and analyze secondary sources, demonstrating an awareness of interpretive differences
 - a. Students will be able to demonstrate careful understanding and assessment of historiography.
 - b. Students will be able to apply their work within the historiography.
 - c. Students will be able to raise historically legitimate critique by examining the strengths and weaknesses of the studies.
 - d. Students will be able to employ a range of secondary sources appropriate to informing thesis of the paper.

Social Science Options (Non-Teaching)	<ul style="list-style-type: none">• History• Social Science
Teaching Endorsement	<ul style="list-style-type: none">• History (7-12) Subject Endorsement• Social Science (7-12) Field Endorsement
Minors	<ul style="list-style-type: none">• History• Political Science• Social Science• Public History Certificate

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Social Science****History (7-12) Subject Endorsement**

This program will endorse an individual to teach History grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

History (7-12) Subject Endorsement

HISTORY SUBJECT ENDORSEMENT REQUIREMENTS

Course	No.	Title	Hours
HIST	113	American History before 1865	3
HIST	114	American History after 1865	3
HIST	201	World Civilization before 1500	3
HIST	202	World Civilization after 1500	3
HIST	329	History of Nebraska	3
HIST	425	Seminar in History (capstone experience)	3
		Social Science Core Total	18

ADDITIONAL HISTORY REQUIREMENTS

HIST	225	Introduction to Historical Methods & Research	3
HIST	***	Upper Division (300 level or higher) American History	9
HIST	***	Upper Division (300 level or higher) World History	3
		Additional History Total	15

SOCIAL SCIENCE REQUIREMENTS

GEOG	103	Human Geography	3
PSCI	201	American National Government	3
		Social Science Total	39

SUBJECT ENDORSEMENT TOTAL			81
----------------------------------	--	--	-----------

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Social Science****Social Science (7-12) Field Endorsement**

This program will endorse an individual to teach Social Science in grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Social Science (7-12) Field Endorsement

SOCIAL SCIENCE CORE ENDORSEMENT REQUIREMENTS

Course	No.	Title	Hours
HIST	113	American History before 1865	3
HIST	114	American History after 1865	3
HIST	201	World Civilization before 1500	3
HIST	202	World Civilization after 1500	3
HIST	329	History of Nebraska	3
HIST	425	Seminar in History (capstone experience)	3
Social Science Core Total			18

ADDITIONAL HISTORY REQUIREMENTS

HIST	***	Upper Division (300 level or higher) American History	9
HIST	***	Upper Division (300 level or higher) World History	3
Additional History Total			12

SOCIAL SCIENCE REQUIREMENTS

Complete six (6) hour blocks in Economics, Geography, Political Science, Psychology and the six (6) hour block in either Anthropology OR Sociology.

ECON	221	Principles of Microeconomics	6	
ECON	222	Principles of Macroeconomics		
GEOG	101	Principles of Physical Geography	6	
GEOG	103	Human Geography		
PSCI	201	American National Government	6	
PSCI	202	State and Local Government		
PSYC	121	Introduction to Psychology	6	
PSYC	305	Social Psychology		
<i>Choose either Anthropology or Sociology Block</i>				
ANTH	225	Introduction to Cultural Anthropology AND	6	
ANTH	308	Native American History & Culture		
		OR		
SOC	201	Principles of Sociology AND		
SOC	300	Contemporary Social Problems		
Social Science Total				60
FIELD ENDORSEMENT TOTAL				102

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Social Science****History Option**

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

SOCIAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
HIST	113	American History before 1865	3
HIST	114	American History after 1865	3
HIST	201	World Civilization before 1500	3
HIST	202	World Civilization after 1500	3
HIST	329	History of Nebraska	3
HIST	425	Seminar in History	3
History Core Total			18

ADDITIONAL HISTORY REQUIREMENTS

HIST	***	Upper Division (300 level or higher) American History	12
HIST	***	Upper Division (300 level or higher) World History	9
Additional Requirements Total			21

HISTORY OPTION REQUIREMENTS

ANTH	225	Introduction to Cultural Anthropology	3
GEOG	103	Human Geography	3
HIST	225	Introduction to Historical Methods & Research	3
PSCI	201	American National Government	3
PSCI	426	American Constitutional Law	3
Option Total			15
MAJOR TOTAL			54

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Social Science

Social Science Option

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

SOCIAL SCIENCE CORE REQUIREMENTS

Course	No.	Title	Hours
HIST	113	American History before 1865	3
HIST	114	American History after 1865	3
HIST	201	World Civilization before 1500	3
HIST	202	World Civilization after 1500	3
HIST	329	History of Nebraska	3
HIST	425	Seminar in History (capstone experience)	3
Social Science Core Total			18

ADDITIONAL HISTORY REQUIREMENTS

HIST	***	Upper Division (300 level or higher) American History	6
HIST	***	Upper Division (300 level or higher) World History	3
Additional History Requirements Total			9

SOCIAL SCIENCE Complete six (6) hour blocks in Economics, Geography, Political Science, Psychology and the six (6) hour block in either Anthropology OR Sociology.

ECON	221	Principles of Microeconomics	6
ECON	222	Principles of Macroeconomics	
GEOG	101	Principles of Physical Geography	6
GEOG	103	Human Geography	
PSCI	201	American National Government	6
PSCI	202	State and Local Government	
PSYC	121	Introduction to Psychology	6
PSYC	305	Social Psychology	

Choose either Anthropology or Sociology Block

ANTH	225	Introduction to Cultural Anthropology AND	6
ANTH	308	Native American History & Culture	
		OR	
SOC	201	Principles of Sociology AND	
SOC	300	Contemporary Social Problems	

Social Science Requirements Total			30
MAJOR TOTAL			57

Minor: History

REQUIRED COURSES

Course	No.	Title	Hours
HIST	113	American History before 1865	3
		OR	
HIST	114	American History after 1865	3
		OR	
HIST	201	World Civilization before 1500	3
		OR	
HIST	202	World Civilization after 1500	3
		OR	
PSCI	201	American National Government	3
		OR	
HIST	308	Native American History and Culture	12
HIST	***	Upper-division (300-400) History Electives	
Minor Total			21

Minor: Political Science

REQUIRED COURSES

Course	No.	Title	Hours
PSCI	201	American National Government	3
PSCI	202	State and Local Government	3
PSCI	301	Comparative Government	3
Political Science Electives: Choose four (4) upper division courses			12
Minor Total			21

Minor: Social Science

REQUIRED COURSES

Course	No.	Title	Hours
HIST	113	American History before 1865	3
		OR	
HIST	114	American History after 1865	3
		OR	
HIST	201	World Civilization before 1500	3
		OR	
HIST	202	World Civilization after 1500	3
		OR	
PSCI	201	American National Government	3
HIST	***	Upper-division History Electives	3
PSCI	***	Upper-division Political Science Electives	3
Upper-division Electives from two (2) of the five (5) cognate areas: <i>Anthropology, Economics, Geography,</i>			6
Minor Total			21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

Public History Certificate

This certificate program will prepare our students for careers in public history. It will cover the theory and practice of public history. Students will develop an understanding of the ways in which public historians shape public perceptions of the past and the ways in which public perceptions of the past shape public history. Practical application will be incorporated in both the course work and through class activities and projects, both in and outside of the classroom, visits to local and regional museums and archives and interaction with museum and public history professionals during required internships.

Students will also develop a basic competence using a variety of digital history platforms. A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

REQUIREMENTS

Course	No.	Title	Hours
HIST	322	Introduction to Public History	3
HIST	324	Introduction to Museum and Archival Practices	3
PSCI/BUS	468	Public Administration	3
HIST	411	Internship in Public History	6
		Social Science Core Total	15

PRE-PROFESSIONAL PROGRAMS

The transfer programs listed in this section may require from one (1) to four (4) years to complete. They do not represent academic majors. Students planning to complete a degree at Peru State must satisfy the requirements for a specific academic major in addition to completing the requirements for one (1) of these programs. Students in these programs are advised to review the catalog from the professional school they expect to attend as individual schools may vary in requirements, and consult with their advisor prior to registering for courses.

The entrance requirements of most professional schools require programs of general studies which vary only slightly from one profession to another. These programs usually require two years or more of study. Since such work is also required in the professional curriculum of teachers, Peru State's General Studies program meets the pre-professional needs of prospective doctors, dentists, pharmacists, optometrists, nurses, veterinarians, lawyers, engineers, foresters, morticians, journalists, and others. Students following a pre-professional program are urged to check the catalogs of professional schools so that specific entrance requirements can be met at Peru State.

Pre-professional students who have successfully completed three years in a specifically approved program may transfer to an accredited professional school during their fourth year and qualify for a bachelor's degree provided they meet all other graduation requirements.

Pre-Professional Programs	<ul style="list-style-type: none">• Pre-Clinical Perfusion• Pre-Cytotechnology• Pre-Dental• Pre-Dental Hygiene• Pre-Law• Pre-Medical• Pre-Medical Lab Science• Pre-Mortuary• Pre-Nursing• Pre-Optometry• Pre-Osteopathic Medicine• Pre-Pharmacy• Pre-Physical Therapy• Pre-Physician Assistant• Pre-Podiatric Medicine• Pre-Radiography• Pre-Respiratory Therapy• Pre-Veterinarian Medicine
----------------------------------	--

PRE-CLINICAL PERFUSION

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
BIOL	***	Recommended electives - Cell Biology, Genetics, Immunology	
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
MATHEMATICS			
MATH	***	Math Electives	3
		Mathematics Total	3
PHYSICS			
PHYS	201	General Physics	5
		Physics Total	5
		PRE-CLINICAL PERFUSION TOTAL	32

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-CYTOTECHNOLOGY

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
BIOL	***	Recommended electives - Cell Biology, Genetics, Parasitology, Immunology	4
		Biology Total	20
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
MATHEMATICS			
MATH	***	Math Electives	3
		Mathematics Total	3
		PRE-CYTOTECHNOLOGY TOTAL	31

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-DENTAL

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-dental and pre-medical programs.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	***	Suggested Biology Electives - Anatomy, Immunology, Physiology,	
		Cell Biology, Microbiology, Comparative Anatomy, Parasitology, Genetics,	
		Evolution, Ecology, Vertebrate Diversity	12-20
		Biology Total	20-28
MATH			
MATH	***	Suggested Math Electives - Trigonometry, Calculus	3-5
		Math Total	3-5
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	***	Suggested Chemistry Elective - Biochemistry	5
		Chemistry Total	18-23
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
STATISTICS			
STAT	210	Statistics	3
		Statistics Total	3
Other Suggested Electives			
		Anthropology, Business Law, Political Science, Business Organization,	
		English Literature, Economics, Psychology, Sociology	
		Suggested Electives Total	15-30
		PRE-DENTAL TOTAL	90

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-DENTAL HYGIENE

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
HUMANITIES ELECTIVES			
HUM	***	Electives in Humanities	6
		Humanities Total	6
SOCIAL SCIENCES			
PSYC	121	Introduction to Psychology	3
SOC	201	Principles of Sociology	3
		Social Science Electives	3
		Social Sciences Total	9
SPEECH			
SPCH	152	Fundamentals of Speech	3
		Speech Total	3
HEALTH PHYSICAL EDUCATION AND RECREATION			
HPER	262	Nutrition and Health	3
		Health Physical Education and Recreation Total	3
12 Hour Series <i>(please meet with your advisor to discuss)</i>			12
		PRE-DENTAL HYGIENE TOTAL	63

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-LAW

The undergraduate curriculum of Peru State provides a sound foundation for pre-law study and offers students an opportunity to challenge and expand their capacities to the fullest. Students planning a legal career should inform their academic advisor of this fact early in their undergraduate years in order to make important decisions regarding the selection of courses. During the junior or senior year, the student will need to register for the Law School Admissions Test (LSAT). Acceptance into law school will depend upon many factors, including scores on the LSAT and grade point average. Other factors generally considered by law schools include campus and community involvement, work experience, and letters of recommendation. The Peru State undergraduate experience provides an excellent opportunity to demonstrate strength in these areas.

SUGGESTED PRE-LAW COURSES

Course	No.	Title	Hours
ANTH	225	Introduction to Cultural Anthropology	3
BUS	251	Legal Environment & Contract Law	3
BUS	252	Commercial Law	3
BUS	*468	Public Administration	
BUS	231	Principles of Financial Accounting	3
CJUS	110	Survey of Criminal Justice	3
CJUS	340	Criminal Procedures & the Courts	3
ECON	222	Principles of Macroeconomics	3
ENG	309	Creative Writing	3
ENG	301	Traditional Grammar	3
HIST	113	American History Before 1865	3
HIST	114	American History After 1865	3
HIST	201	World Civilization Before 1500	3
HIST	202	World Civilization After 1500	3
HIST	*426	American Constitutional Law	3
PHIL	201	Introduction to Philosophy	3
PSCI	201	American National Government	3
PSCI	202	State and Local Government	3
PSCI	*426	American Constitutional Law	3
PSCI	*468	Public Administration	3
SOC	201	Principles of Sociology	3
SPCH	254	Public Speaking	3
SPCH	357	Interpretative Reading	3
STAT	210	Statistics	3
PRE-LAW TOTAL			69

- Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

- Grades lower than "C-" will not normally be accepted in transfer by other institutions.

Suggested Major Fields of Study: English, History, Business, Social Science, Sociology

* denotes cross-listed courses

PRE-MEDICAL

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-dental and pre-medical programs.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	312	Physiology	4
BIOL	404	Genetics	3
BIOL	***	Suggested Biology Electives - Molecular Biology, Immunology, Microbiology	11
		Biology Total	11-22
CALCULUS or STATISTICS			
MATH	225	Calculus with Analytic Geometry I	5
STAT	210	Statistics	3
		Calculus or Statistics Total	3-5
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
		Chemistry Total	23
ENGLISH COMPOSITION			
ENG	101	English Composition	3 - 6
		English Total	3 - 6
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
HUMANITIES AND/OR SOCIAL SCIENCES			
		Art, Theater, Literature, English, Music, Sociology, Anthropology, Psychology, Journalism, Economics, Geography, Geology, Speech, Communications, History, Government, Political Science, Philosophy	
		Humanities and/or Social Sciences Total	12-16
		PRE-MEDICAL TOTAL	62-82

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-MEDICAL LAB SCIENCE

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	301	Microbiology	4
BIOL	404	Genetics	3
BIOL	315	Immunology	3
BIOL	330	Cell Biology (strongly recommended)	3
BIOL	312	Physiology (strongly recommended)	4
BIOL	398	Parasitology (strongly recommended)	4
		Biology Total	29
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	205	Biochemistry OR	4-5
CHEM	431	Principles of Qualitative Chemistry	
CHEM	461	Molecular Biology & Molecular Techniques	4
		Chemistry Total	26-27
ENGLISH COMPOSITION			
ENG	101	English Composition	3
		English Total	3
MATHEMATICS			
MATH	112	College Algebra	3
STAT	210	Statistics	3
		Mathematics Total	6
ELECTIVES			
	***	Additional coursework in science, mathematics and writing skills	13-14
		PRE-MEDICAL LAB SCIENCES TOTAL	78

***Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.**

Grades lower than "C-" will not normally be accepted in transfer by other institutions

PRE-MORTUARY

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

SUGGESTED COURSES

Course	No.	Title	Hours
ACCOUNTING			
BUS	231	Principles of Financial Accounting	3
BUS	***	Electives in Business	3
		Accounting Total	6
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	114	Trigonometry	3
STAT	210	Statistics	3
		Mathematics Total	6
PSYCHOLOGY and COUNSELING			
PSYC	121	Introduction to Psychology	3
PSYC	***	Electives in Psychology, Counseling or Sociology	3
		Psychology Total	6
SPEECH			
SPCH	152	Fundamentals of Speech	3
		Speech Total	3
ELECTIVES			
	***	Electives Total	9
		PRE-MORTUARY TOTAL	60

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-NURSING

The basic arts and sciences requirements for nursing programs vary depending on the school selected and the level of training offered (i.e., diploma, associate degree or baccalaureate degree program). The pre-nursing students are advised to obtain a copy of the catalog from the nursing school selected to insure proper planning for transfer.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	210	Human Anatomy	4
BIOL	301	Microbiology	4
BIOL	312	Human Physiology	4
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
		Chemistry Total	4
ENGLISH			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATH			
MATH STAT	112 210	College Algebra OR Statistics	3
		Math Total	3
NUTRITION			
HPER	262	Nutrition and Health	3
		Nutrition Total	3
HUMANITIES			
PSYC	121	Introduction to Psychology	3
PSYCH	250	Human Growth and Development	3
SOC	201	Principles of Sociology	3
COUN	300	Professional Ethics	3
	***	Humanities Electives - courses addressing culture, race, ethnicity, gender, family, human behavior, political science, or social organization	12
		Humanities Total	24
		PRE-NURSING TOTAL	56

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-OPTOMETRY

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy (recommended)	4
BIOL	312	Physiology (recommended)	4
BIOL	301	Microbiology	4
BIOL	330	Cellular Biology	3
BIOL	404	Genetics (recommended)	3
		Biology Total	26
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	431	Biochemistry (recommended)	5
		Chemistry Total	18
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	225	Calculus	5
STAT	210	Statistics	3
		Mathematics Total	8
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
PSYCHOLOGY			
PSYC	121	Introduction to Psychology	3
		Psychology Total	3
SOCIOLOGY			
SOC	201	Principles of Sociology	3
		Sociology Total	3
ELECTIVES			
	***	Recommended electives include courses in computer science, business, economics, public speaking, additional sociology & psychology course	16
		PRE-OPTOMETRY TOTAL	90

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions

PRE-OSTEOPATHIC MEDICINE

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	***	Recommended Electives - Anatomy, Physiology, Immunology, Cell Biology, Microbiology	18
		Biology Total	26
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
		Chemistry Total	23
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	***	Electives - Speech, SPCH 152 OR Advanced Composition, ENG 201	3
		English Total	6
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
		PRE-OSTEOPATHIC TOTAL	65

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-PHARMACY

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
		Biology Total	16
CHEMISTRY and PHYSICS			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
PHYS	201	General Physics I	5
CHEM	206	Principles of Quantitative Analysis OR	4-5
PHYS	202	General Physics II	
		Chemistry Total	32-33
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
SPCH	152	Fundamentals of Speech	3
		English Total	9
MATHEMATICS			
MATH	225	Calculus with Analytic Geometry I	5
		Mathematics Total	5
STATS			
STATS	210	Statistics	3
		Statistics Total	3
RESTRICTED & ADDITIONAL ELECTIVES			
Restricted electives should be from the following areas: Fine & Performing Arts, History, Humanities, Political Science, Literature, Social Sciences, and Behavioral Sciences Additional electives should be selected from the areas of: Business Administration, Chemistry, Computer Science, and Physics			9
		PRE-PHARMACY TOTAL	74-75

***Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.**

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-PHYSICAL THERAPY

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
ENGLISH COMPOSITION			
ENG	101	English Composition	3
		English Total	3
MATHEMATICS			
STAT	210	Statistics	3
MATH	114	Trigonometry	3
		Mathematics Total	6
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
PSYCHOLOGY			
PSYC	121	Introduction to Psychology	3
		Psychology Total	3
SOCIAL SCIENCES			
SOC	201	Principles of Sociology	3
		Sociology Total	3
		PRE-PHYSICAL THERAPY TOTAL	49

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-PHYSICIAN ASSISTANT

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
BIOL	404	Genetics	3
		Biology Total	23
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
		Chemistry Total	23
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	112	College Algebra	3
STAT	210	Statistics	3
		Mathematics Total	6
PSYCHOLOGY			
PSYC	121	Introduction to Psychology	3
PSYC	250	Human Growth & Development	3
PSYC	450	Abnormal Psychology	3
		Psychology Total	9
		PRE-PHYSICANS ASSISTANT TOTAL	67

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions

PRE-PODIATRIC MEDICINE

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	420	Comparative Anatomy and Evolution of the Vertebrates (recommended)	4
BIOL	404	Genetics (recommended)	3
		Biology Total	23
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
		Chemistry Total	23
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	225	Calculus with Analytic Geometry I (recommended)	5
		Mathematics Total	5
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
PSYCHOLOGY			
PSYC	121	Introduction to Psychology	3
		Psychology Total	3
		PRE-PODIATRIC MEDICINE TOTAL	70

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-RADIOGRAPHY

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
		Biology Total	16
CHEMISTRY			
CHEM	101	General Chemistry I	4
		Chemistry Total	4
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	112	College Algebra	3
STAT	210	Statistics	3
		Mathematics Total	6
PHYSICS			
PHYS	201	General Physics I	5
		Physics Total	5
SPEECH			
SPCH	152	Fundamentals of Speech	3
		Speech Total	3
HUMANITIES and SOCIAL SCIENCES			
	***	PSYC 121 Intro to Psychology OR SOC 201 Principles of Sociology	3
		Humanities and Social Sciences Total	3
OTHER ELECTIVES			
	***	Suggested elective courses in science, mathematics, humanities/social sciences, computer science	15
		Other Electives Total	15
		PRE-RADIOGRAPHY TOTAL	58

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-RESPIRATORY THERAPY

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	301	Microbiology	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
		Biology Total	20
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
		Chemistry Total	8
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	102	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	114	Trigonometry	3
		Mathematics Total	3
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
PSYCHOLOGY			
PSYC	121	Introduction to Psychology	3
		Psychology Total	3
SPEECH			
SPCH	152	Fundamentals of Speech	3
		Speech Total	3
SOCIOLOGY			
SOC	201	Principles of Sociology	3
		Sociology Total	3
LIBERAL ARTS or PROFESSIONAL ELECTIVES			
	***	Recommended electives include statistics, computer science, additional psychology and sociology course	34
		PRE-RESPIRATORY THERAPY TOTAL	90

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

PRE-VETERINARY MEDICINE

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

SUGGESTED COURSES

Course	No.	Title	Hours
BIOLOGY			
BIOL	102	Introductory Zoology	4
BIOL	101	Introductory Botany	4
BIOL	210	Anatomy	4
BIOL	312	Physiology	4
BIOL	301	Microbiology	4
BIOL	404	Genetics	3
		Biology Total	23
CHEMISTRY			
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	303	Organic Chemistry I	5
CHEM	304	Organic Chemistry II	5
CHEM	431	Biochemistry	5
		Chemistry Total	23
ENGLISH COMPOSITION			
ENG	101	English Composition	3
ENG	201	Advanced English Composition	3
		English Total	6
MATHEMATICS			
MATH	225	Calculus with Analytic Geometry I	5
MATH	***	Electives in Mathematics	3
		Mathematics Total	8
PHYSICS			
PHYS	201	General Physics I	5
PHYS	202	General Physics II	5
		Physics Total	10
SPEECH			
SPCH	152	Fundamentals of Speech	3
		Speech Total	3
ARTS, HUMANITIES and/or SOCIAL SCIENCE ELECTIVES			Electives Total
			8
		PRE-VETERINARY SCIENCE TOTAL	81

*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

SCHOOL OF EDUCATION

Dwayne Chism, B.S., M.S., Ed.D. Interim Dean of Education		
Heidi Jo Bartlett, M.A. Instructor of Education	Judith Ruskamp, Ph.D. Professor of Education	Stephanie Holmes, M.S. Director of Field Experiences/ Certification Officer
Anthony Citrin, Ed.D. Professor of Education	Kyle Ryan, Ph.D. Professor of Kinesiology	Sherry Jones, M.S. Assessment & Accreditation Coordinator
Helane Folske-Starlin, Ph.D. Assistant Professor of Special Education	Darolyn Seay, Ed.D. Associate Professor of Education	Brandy VanDerKamp, M.S. Project Coordinator
Robert Ingram, Ed.D. Assistant Professor of Education	Spencer Vogt, Ph.D. Professor of Education	Theresa Horstmann Office Assistant II
Kelly Kingsley, Ed.D. Associate Professor of Education	Shana Walsh, Ph.D. Assistant Professor of Health and Physical Education	
Frank Lynott, Ph.D. Associate Professor of Physical Education	Sara Westerlin, M.S. Instructor of Education	
Felicity Post, Ph.D. Assistant Professor of Special Education		

Peru State College was founded as a teachers' college in 1867 and was the first college in Nebraska.

The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff in the Teacher Education Unit understand the complexity, interrelatedness, and recursive nature of the teaching/learning process. We are committed to preparing our teacher education candidates to be reflective professionals in general studies, specific content areas, and pedagogy. In addition, their educational experiences will equip them to be effective communicators and critical decision-makers in a democratic and increasingly technological society. Graduates will be agents for change with an appreciation of diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection on current research and professional writing. We encourage diverse field experiences, co-curricular activities, and participation in professional development opportunities. We believe that the self-directed individual understands that learning is a lifelong process that involves continual growth.

Peru State College is accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the Council for the Accreditation of Educator Preparation (CAEP) Accreditation System. NCATE's performance-based accreditation system for teacher preparation ensures that teacher candidates are prepared to make a difference in P-12 student learning.

Education Program Providers (EPP) accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles, are now served by CAEP, the single specialized accreditation system for educator preparation in the United States. More than 900 educator preparation providers participate in the CAEP accreditation system. This accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The School of Education provides teacher preparation programs in accordance with the guidelines set forth by the Nebraska Department of Education. The Nebraska Department of Education (NDE) requires that individuals seeking teacher certification be qualified for endorsement in one field or one subject area. Subjects and fields are defined as follows:

Field: Field refers to a set of courses that include two or more closely related subjects and cover a broader curriculum.

Subject: Subject refers to a more specific set of courses within one area.

The School of Education offers teacher preparation programs in the following fields and subjects:

Teaching Field Endorsements

Art (PK-12)
Business, Marketing, and Information Technology (6-12)
Early Childhood Education Inclusive (B-Grade 3)
Elementary Education (K-8)
English/Language Arts (7-12)
Health and Physical Education (PK-12)
Mathematics (6-12)
Music PK-12 Vocal/Instrumental
Science (7-12)
Social Science (7-12)
Special Education (K-12)

Teaching Subject Endorsements

Biology (7-12)
Chemistry (7-12)
Secondary English (7-12)
History (7-12)
Middle Level Education (5-9)
Special Education (K-6) or (7-12)

Supplemental Endorsements

The Early Childhood Education Supplemental Endorsement is available to any candidate completing the Elementary Education endorsement. Two additional supplemental teaching endorsements are available with the above areas: Coaching and English as a Second Language.

For complete information regarding teacher education requirements and teacher certification, contact the Director of Field Experiences Certification Officer, School of Education at Peru State College, or the Director of Teacher Certification, State Department of Education, Lincoln, Nebraska 68509.

Admission to the Teacher Education Program

Admission to Peru State College does not equate to admission to Teacher Education. To initiate the process of admission into the Teacher Education Program, the student will complete and submit a formal application and meet all necessary admission requirements. Once requirements are met, the Teacher Education committee reviews each candidate to determine if the student is qualified for admission into the program. Students are then notified in writing if they have been fully admitted or denied admission into the Teacher Education program by the Dean of School of Education.

Students who transfer credit from another institution, or hold a bachelor's degree and seeking only a teaching endorsement, must apply to the Teacher Education Program immediately upon entering Peru State College. The admission process is explained and facilitated in EDUC 209 - Teacher Education Orientation and Practicum. Therefore, these students must enroll in EDUC 209 their first semester at PSC.

Once a candidate is admitted to Teacher Education, they are expected to remain continuously enrolled in the program, as evidenced by registering for one or more courses each fall and spring term. Should a candidate fail to remain consistently enrolled in the teacher education program and defer taking courses for more than one concurrent semester, they will be required to meet the current requirements of the program.

Applicants must meet the following criteria and conditions prior to review for admission by the Teacher Education Committee:

1. Have no more than two disposition notices on file.
2. Possess a minimum cumulative GPA of 2.75 with at least 42 credits completed.
3. Possess minimum scores on the Praxis CORE test as follows:

OFFICIAL INSTITUTIONAL SCORE REPORTS ARE REQUIRED	
Reading	156
Math	150
Writing	162

4. Successfully complete a formal panel interview process.
5. Complete prerequisite course work with a grade of C or above: EDUC 208, EDUC 209, EDUC 255, PSYC 250, and SPED 200.

6. Provide evidence of proficiency in English Composition and Mathematics as indicated by a grade of C or above in college level courses in these subjects or scores at or above the fiftieth percentile on the English and Mathematics sections of the ACT or 800 on the SAT.
7. Complete the Educator Disposition Assessment Acknowledgement and Agreement. Completed during Educ 208/209.
8. Successfully pass a background check, as provided through OneSource.

The Nebraska State Department of Education's Rule 20 requires that the following policy be in effect (see below).

Nebraska Department of Education Felony and Misdemeanor Policy

0004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the teacher education program, including:

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections

009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

004.06D Convictions

004.06D1 For purposes of this chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

004.06D2 For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

<u>004.06D2a</u>	Assault (third degree) (28-310)
<u>004.06D2b</u>	Child Enticement (28-311)
<u>004.06D2c</u>	Stalking (28-311.03)
<u>004.06D2d</u>	Hazing (28-311.06)
<u>004.06D2e</u>	Unlawful Intrusion (28-311.08)
<u>004.06D2f</u>	Violating a Harassment Protection Order (28-311.09)
<u>004.06D2g</u>	False Imprisonment (28-315)
<u>004.06D2h</u>	Sexual Assault (third degree) (28-320)
<u>004.06D2i</u>	Domestic Assault (28-323)
<u>004.06D2j</u>	Child/Vulnerable Adult Contact with Methamphetamine (28-457)
<u>004.06D2k</u>	Abandonment of Spouse or Child (28-705)
<u>004.06D2l</u>	Child Abuse (28-707)
<u>004.06D2m</u>	Contributing to the Delinquency of a Child (28-709)
<u>004.06D2n</u>	Prostitution (28-801)
<u>004.06D2o</u>	Keeping a Place of Prostitution (28-804)
<u>004.06D2p</u>	Debauching a Minor (28-805)
<u>004.06D2q</u>	Public Indecency (28-806)
<u>004.06D2r</u>	Sale of Obscene Material to Minor (28-808)
<u>004.06D2s</u>	Obscene Motion Picture Show, Admitting Minor (28-809)
<u>004.06D2t</u>	Obscene Literature Distribution (28-813)
<u>004.06D2u</u>	Sexually Explicit Conduct (28-813.01)

- 004.06D2v Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
- 004.06D2w Indecency with an Animal (28-1010)
- 004.06D2x Intimidation by Phone Call (28-1310)
- 004.06D2y Violating a Protection Order (42-924(4))

004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

- 004.06D3a Attempt to Commit a Crime (28-201) 004.06D3b Criminal Conspiracy (28-202) 004.06D3c Accessory to a Felony (28-204)
- 004.06D3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.

A person with a conviction as indicated in the rule shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach without approval by the State Board of Education. Students are required to complete a Personal and Professional Fitness Statement form in EDUC 208 or EDUC 209, and prior to all field placements. This statement must be on file within the School of Education prior to the student starting his/her placement. Students found to be in violation of the Nebraska Felony and Misdemeanor Policy may be removed from any or all field work. Persons with a record of convictions must contact the Director of Field Experience/Certification Officer before enrolling in any pre-student teaching field, laboratory, and classroom experiences or student teaching.

Nebraska Department of Education Emotional and Mental Incapacity Status

Nebraska Rule 21 states the following:

03.10

Mental Fitness. All applicants shall not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that *effect by* a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill individual as defined in Section 20-164 R.R.S., Can individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals."), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant

to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person's incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court's finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

Admission to Student Teaching

Candidates who wish to student teach must submit applications and attend a student teaching seminar prior to the student teaching term. Deadlines to submit applications will be announced. To be eligible to enter student teaching, candidates must meet the following requirements:

1. Acceptance into the Teacher Education program.
2. Minimum overall GPA of 2.75.
3. Minimum content knowledge GPA of 3.0. A maximum of 12 credits earned through completion of CLEP/ DANTES exams may be used to meet the courses that demonstrate content knowledge for the specific endorsement being completed.
4. Development of the Live Text Candidate Portfolio at the level of proficient.
5. All courses in the Education core and major of study must be completed prior to student teaching.
6. No more than 12 credit hours of general studies or electives to complete following student teaching.
7. Minimum of 12 hours of credit at PeruState College.
8. Successful background check, as provided by OneSource.
9. Completion of Personal and Professional Fitness Statement (Complies with Nebraska Rules 20 and 21).
10. Evidence of liability insurance coverage designed for coverage in the professional educational setting. (Current PSEA/SEAN/NEA membership provides liability insurance coverage.)

Student teaching is offered on a credit/no credit basis. No letter grades will be awarded. Student teachers will be evaluated in an on-going manner by the classroom cooperating teacher and a college supervisor. The School of Education handbook is available from the Director of Field Experiences Certification Officer or can be found on the School of Education website.

Non-Teaching Program Option

The Kinesiology program option is a non-teaching degree that includes an array of disciplines such as exercise physiology, strength & conditioning, biomechanics, health and wellness, nutrition, neuromechanics and much more. This program option provides marketable skills and knowledge, preparation for advancement on the job, and a strong foundation for graduate study. The capstone project allows each student to apply the concepts of kinesiology and simulate many aspects related to careers in this area. A culminating internship program is completed in Kinesiology during the student's senior year.

There is also a Kinesiology minor that may be added to any major program of study. Although there is no Kinesiology teaching endorsement, adding this minor to a Health and Physical Education teaching degree enhances the marketability of graduates seeking careers in teaching and/or the field of health and human performance.

Graduate Opportunities

Peru State College offers two online graduate degrees: the Master of Science in Education (MSED) with an emphasis in Curriculum and Instruction and the Master of Science in Organizational Management (MSOM) with an emphasis in Entrepreneurial and Economic Development.

Both degrees are completely online, consist of 36 credit hours, and are offered via the Blackboard online course instruction system instructed by experienced faculty members.

The toll free number for Graduate Programs is 1-800-742-4412, extension 4. You can also email any questions to graduateprograms@peru.edu. Additional information can be found on the Graduate Programs web page.

EDUCATION

Our experienced and knowledgeable faculty implement engaging lessons while modeling innovative instructional methods and assessments to facilitate your development of reflective decision-making, effective communication, and technological fluency skills. Students who choose Peru State College for their teacher education preparation will experience opportunities to integrate course-based knowledge and skills with field-based practices in area PK-12 classrooms. To aid you in your program progression, individual attention is given to advising and mentoring teacher candidates.

Student Learning Outcomes

1. **The Learner and Learning:** To ensure that each student learns new knowledge and skills, teacher candidates will understand that learning and developmental patterns vary among individuals by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests.
 - a. Teacher candidates will be able to recognize the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard #1: Learner Development)
 - b. Teacher candidates will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard #2: Learner Differences)
 - c. Teacher candidates will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3: Learning Environments)
2. **Content:** Teacher candidates will have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.
 - a. Teacher candidates will be able to apply the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC Standard #4: Content Knowledge)
 - b. Teacher candidates will be able to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5: Application of Content)
3. **Instructional Practice:** Teacher candidates will understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.
 - a. Teacher candidates will be able to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making. (InTASC Standard #6: Assessment)
 - b. Teacher candidates plan instruction that support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7: Planning for Instruction)
 - c. Teacher candidates will be able to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8: Instructional Strategies)
4. **Professional Responsibilities:** Teacher candidates will create and support safe, productive learning environments that result in learners achieving at the highest levels by engaging in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.
 - a. Teacher candidates will be able to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9: Professional Learning and Ethical Practice)

- b. Teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard # 10: Leadership and Collaboration)

Field Endorsements	<ul style="list-style-type: none"> • Art (PK-12) • Business, Marketing, and Information Technology (6-12) • Early Childhood Education Inclusive (Birth-Grade 3) • Elementary Education (K-8) • Health & Physical Education (PK-12) • English Language Arts (7-12) • Mathematics (6-12) • Music PK-12 Vocal/Instrumental • Science (7-12) • Social Science (7-12) • Special Education (K-12)
Subject Endorsements	<ul style="list-style-type: none"> • Biology (7-12) • Chemistry (7-12) • Secondary English (7-12) • History (7-12) • Middle Level Education (5-9) <ul style="list-style-type: none"> <u>Core</u> <ul style="list-style-type: none"> • English • Mathematics • Science • Social Science <u>Additional</u> <ul style="list-style-type: none"> • Business, Marketing, and Information Technology • Health & Physical Education • Special Education (K-6), (7-12)
Supplemental Endorsements	<ul style="list-style-type: none"> • Coaching (<i>supplemental to any field or subject endorsement</i>) • Early Childhood Education (Birth - Grade 3) (<i>supplemental to Elementary Education only</i>) • English as a Second Language (<i>supplemental to any field or subject endorsement</i>)
Option (Non-Teaching)	<ul style="list-style-type: none"> • Educational Studies

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)
Major: Education
Early Childhood Education Inclusive (Birth -Grade 3) Field Endorsement

This program prepares teacher education candidates to teach infants, toddlers, and children from birth through third grade (B-3), including those with disabilities, and to support families and other personnel with responsibilities for their care and education.

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	412	Early Childhood Student Teaching	6
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
SPED *	421	Early Childhood/Special Education Student Teaching	6
Education Core Total			34

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

EARLY CHILDHOOD EDUCATION INCLUSIVE B-3 FIELD ENDORSEMENT

Course	No.	Title	Hours
EDUC	206	Principles of Early Childhood Education	3
EDUC	231	Emergent Literacy & Language Arts	3
EDUC	232	Creative Arts for Early Childhood Education	3
EDUC*	303	K-3 Elementary Practicum (<i>corequisite EDUC 337</i>)	1
EDUC*	306	Infant/Toddler Practicum (<i>corequisite EDUC 321</i>)	1
EDUC*	308	Preschool Practicum (<i>corequisite EDUC 336</i>)	1
EDUC*	321	Infant/Toddler Development and Methods	3
EDUC*	330	Observation, Assessment and Guidance in Early Childhood Education	3
EDUC*	334	Teaching Reading in Elementary School	3
EDUC*	336	Inquiry in Early Childhood Education (<i>corequisite EDUC 308</i>)	3
EDUC*	337	Science, Math, and Social Studies for K-3 Preschool and the Primary Grades (<i>corequisite EDUC 303</i>)	3
EDUC*	402	Curriculum Development in Early Childhood Education	3
EDUC*	403	Diagnostic & Remedial Reading	3
EDUC*	428	Organization & Administration of Early Childhood Programs	3
EDUC*	430	Differentiated and Integrated Curriculum for the Elementary and Middle Level Environment	3
EDUC*	438	Professional Collaboration with Parents & Families	3
SPED*	309	Early Childhood/Special Education Practicum (<i>corequisite SPED 405</i>)	1
SPED*	405	Special Education/Early Childhood Characteristics & Methods (<i>corequisite SPED 309</i>)	3
SPED*	430	Special Education Methods	3
SPED*	440	Behavior Management	3
		Early Childhood Education Inclusive B-3 Total	52
FIELD ENDORSEMENT TOTAL			86

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Education****Elementary Education (K-8) Field Endorsement**

All students seeking an endorsement in Elementary Education grades Kindergarten - Eight (K-8) must complete the following requirements:

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

CONTENT AREA REQUIREMENTS *(The following requirements are mandated by the Nebraska Department of Education. Any substitutions for the courses listed below must be approved by the Dean of the School of Education.)*

Course	No.	Title	Hours
Communication Courses (speech, comp, or lit)			6
Mathematics Courses			6
Natural Science Courses (1 biology and 1 physical science)			6 - 7
Social Science Courses (American History required)			6
Additional Course to meet minimum 27 credit hour requirement			
Fine Arts Courses (art, music, or theatre)			3
Content Knowledge Total			27

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	410	Elementary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

ELEMENTARY EDUCATION OPTION (*All students seeking an endorsement in Elementary Education grades Kindergarten - Eight (K-8) must complete the following Option in Elementary Education.*)

Course	No.	Title	Hours
ART	308	Art Exploration	3
EDUC	290	Selecting & Evaluating Literature for Elementary Curriculum	3
EDUC *	334	Teaching Reading in the Elementary School	3
EDUC *	403	Diagnostic & Remedial Reading	3
EDUC *	405	Diagnostic & Remedial Math	3
EDUC *	430	Differentiated and Integrated Curriculum for the Elementary and Middle Level Environment	3
EDUC *	438	Professional Collaboration with Parents & Families	3
HPER	313	Physical Education & Health for Elementary	3
MUSC	251	Elementary Music Methods	3
Elementary Block (<i>the following courses must be taken together</i>)			
EDUC *	301	Practicum - Social Studies & Language Arts	1
EDUC *	302	Practicum - Math & Science	1
EDUC *	325	Teaching Language Arts in the Elementary School	3
EDUC *	326	Teaching Social Studies in the Elementary School	3
EDUC *	327	Teaching Math in the Elementary School	3
EDUC *	328	Teaching Science in the Elementary School	3
		Elementary Education Option Total	41
TOTAL ELEMENTARY EDUCATION ENDORSEMENT REQUIREMENTS			105

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Education****Middle Level Education Subject Endorsement (5-9)**

This program will endorse an individual to teach: (A) any or all students in a self-contained classroom in grades five (5) through nine (9), in one (1) of the following core areas: 1) English/Language Arts, 2) Mathematics, 3) Science or 4) Social Sciences (B) the areas of special preparation in an integrated team planning/teaching organizational pattern in grades five (5) through nine (9) or (C) the areas of special preparation in classrooms with other organizational patterns in grades five (5) through nine (9). Supplementary content areas that may be added to the Middle Level Endorsement are: Health and Physical Education (HPER) and/or Business, Marketing and Information Technology (BMIT).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	413	Middle Level Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

MIDDLE LEVEL EDUCATION

Course	No.	Title	Hours
EDUC*	304	Middle Level Practicum	2
EDUC*	425	Middle Level Teaching Methods	3
EDUC*	430	Differentiated and Integrated Curriculum for the Elementary and Middle Level Environment	3
EDUC*	434	Content Literacy Across the Curriculum	3
EDUC*	438	Professional Collaboration With Parents and Families	3
Middle Level Education Option Total			14
One Core Content Area			24-28
MIDDLE LEVEL EDUCATION ENDORSEMENT TOTAL			72-76

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

CORE CONTENT AREA REQUIREMENTS

Students must complete coursework in one of the following Core Content Areas. Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas.

No grade lower than "C" will satisfy the following requirements.

CORE CONTENT AREA: English/Language Arts

ENGLISH CORE CONTENT AREA REQUIREMENTS

Course	No.	Title	Hours
ENG	201	Advanced Composition	3
JOUR	234	Beginning Journalism	
ENG	203	Literature for Children through Adolescence	3
ENG	301	Traditional Grammar	3
ENG	305	Practicum in Composition	3
ENG	326	American Literature	3
ENG	335	Non-Western Literature	3
ENG	357	Interpretive Reading	3
ENG	440	History of the English Language	3
Content Area Total			24

CORE CONTENT AREA: Mathematics

MATHEMATICS CORE CONTENT AREA REQUIREMENTS

Course	No.	Title	Hours
MATH	112	College Algebra	3
MATH	114	Trigonometry	3
MATH	225	Calculus with Analytic Geometry I	5
MATH	226	Calculus with Analytic Geometry II	5
MATH	230	Foundations of Mathematical Thought	3
MATH	418	Linear Algebra	3
MATH	490	Seminar in Mathematics	1
Math/Statistics Electives			3-5
Content Area Total			26-28

CORE CONTENT AREA: Science

SCIENCE CORE CONTENT AREA REQUIREMENTS

Course	No.	Title	Hours
BIOL	101	Introductory Botany	4
BIOL	102	Introductory Zoology	4
BIOL	317	Ecology	4
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
PHYS	201	General Physics I	5
Content Area Total			25

CORE CONTENT AREA: Social Science**SOCIAL SCIENCE CORE CONTENT AREA REQUIREMENTS**

Course	No.	Title	Hours
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	
GEOG	103	Human Geography	3
HIST	113	American History before 1865	3
HIST	114	American History after 1865	3
HIST	201	World Civilization before 1500	3
HIST	202	World Civilization after 1500	3
HIST	329	History of Nebraska	3
PSCI	201	American National Government	3
Content Area Total			24

ADDITIONAL CONTENT AREA:*Business, Marketing and Information Technology****BUSINESS, MARKETING AND INFORMATION TECHNOLOGY CORE CONTENT AREA REQUIREMENTS**

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
BUS	231	Principles of Financial Accounting	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	373	Organizational Behavior	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
Content Area Total			24

*Must have at least one additional Core Area to add this academic area.

ADDITIONAL CONTENT AREA:*Health & Physical Education****HEALTH & PHYSICAL EDUCATION CORE CONTENT AREA REQUIREMENTS**

Course	No.	Title	Hours
EDUC	312	K-12 Practicum	2
HPER	222	Structural Kinesiology	3
HPER	309	Curriculum and Educational Leadership in Health and Physical Education	3
HPER	315	PK-12 Physical Education Teaching Methods	3
HPER	317	PK-12 Health Education Teaching Methods	3
HPER	360	Physiology of Exercise	3
HPER	415	Motor Learning	3
HPER	416	Skills and Content Assessments in Physical Education and Health	3
HPER	417	Adapted Physical Education	3
Content Area Total			26

*Must have at least one additional Core Area to add this academic area.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Education****Secondary Education Endorsement (7-12)**

The following courses are required for any endorsement to teach in grades seven (7) through twelve (12). A student must complete either one (1) field endorsement or (1) subject endorsement.

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
One Subject or Field Endorsement			38-60
SECONDARY EDUCATION ENDORSEMENT TOTAL			80 - 102

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Students must complete coursework in one of the following Subject or Field Endorsements:

Field Endorsements

Art PK-12 (56)
 Business, Marketing and Information Technology 6-12 (51)
 English Language Arts 7-12 (51)
 Mathematics 6-12 (38)
 Music PK-12 Vocal/Instrumental (41)
 Science 7-12 (49)
 Social Science 7-12 (60)

Subject Endorsements

Biology 7-12 (42-43)
 Chemistry 7-12 (42)
 Secondary English 7-12 (39)
 History 7-12 (39)

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Education

K-12 Special Education Field Endorsement

This program will endorse an individual to teach Special Education grades Kindergarten through twelve (12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
SPED **	435	Special Education Student Teaching	12
Education Core Total			34

K-12 SPECIAL EDUCATION FIELD ENDORSEMENT

Course	No.	Title	Hours
EDUC *	334	Teaching Reading in Elementary School	3
EDUC	365	Child Abuse and Neglect Detection	3
EDUC *	403	Diagnostic & Remedial Reading	3
EDUC *	405	Diagnostic & Remedial Mathematics	3
EDUC *	438	Professional Collaboration with Parents & Families	3
SPED *	300	Assessment in Special Education	3
SPED *	307	Practicum in Special Education (<i>corequisite SPED 430</i>)	2
SPED	383	Education of Students with Autism and Low Incidence Disabilities	3
SPED *	385	Education of Students with Cognitive Disabilities	3
SPED *	407	Special Education Coordination Practicum (<i>corequisite SPED 450</i>)	1
SPED *	420	Differentiating Assessment Practices in Inclusive Setting	3
SPED *	430	Special Education Methods (<i>corequisite SPED 307</i>)	3
SPED *	440	Behavior Management	3
SPED *	450	Coordination of Special Education Programs (<i>corequisite SPED 307</i>)	3
SPED *	460	Transitional Strategies	3
SPED *	465	Education of Students with Emotional/ Behavioral Disorders	3
SPED *	470	Social and Emotional Learning	3
SPED *	475	Behavior Interventions and Practicum	3
K-12 Special Education Total			51
FIELD ENDORSEMENT TOTAL			85

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Education

K-6 Special Education Subject Endorsement

This program will endorse an individual to teach Special Education grades Kindergarten through six (K-6).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
SPED *	435	Special Education Student Teaching	12
Education Core Total			34

K-6 SPECIAL EDUCATION SUBJECT ENDORSEMENT

Course	No.	Title	Hours
EDUC *	334	Teaching Reading in Elementary School	3
EDUC *	403	Diagnostic & Remedial Reading	3
EDUC *	405	Diagnostic & Remedial Mathematics	3
EDUC *	438	Professional Collaboration with Parents & Families	3
SPED *	300	Assessment in Special Education	3
SPED *	307	Practicum in Special Education (<i>corequisite SPED 430</i>)	2
SPED	383	Education of Students with Autism and Low Incidence Disabilities	3
SPED *	385	Education of Students with Cognitive Disabilities	3
SPED *	407	Special Education Coordination Practicum (<i>corequisite SPED 450</i>)	1
SPED *	420	Differentiating Assessment Practices in Inclusive Setting	3
SPED *	430	Special Education Methods (<i>corequisite SPED 307</i>)	3
SPED *	440	Behavior Management	3
SPED *	450	Coordination of Special Education Programs (<i>corequisite SPED 407</i>)	3
SPED *	465	Education of Students with Emotional & Behavior Disorders	3
SPED *	470	Social and Emotional Learning	3
SPED *	475	Behavior Interventions and Practicum	3
		K-6 Special Education Total	45
SUBJECT ENDORSEMENT TOTAL			79

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Education

7-12 Special Education Subject Endorsement

This program will endorse an individual to teach Special Education grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take PSYC 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
SPED *	435	Special Education Student Teaching	12
Education Core Total			32

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	310	Secondary School Teaching Methods	3
EDUC *	434	Content Literacy Across the Curriculum	3
SECONDARY EDUCATION ENDORSEMENT TOTAL			38

7-12 SPECIAL EDUCATION SUBJECT ENDORSEMENT

Course	No.	Title	Hours
EDUC *	334	Teaching Reading in the Elementary School	3
EDUC *	403	Diagnostic & Remedial Reading	3
EDUC *	405	Diagnostic & Remedial Mathematics	3
EDUC *	438	Professional Collaboration with Parents & Families	3
SPED *	300	Assessment in Special Education	3
SPED *	307	Practicum in Special Education (<i>corequisite SPED 430</i>)	2
SPED	383	Education of Students with Autism Low Incidence Disabilities	3
SPED *	385	Education of Students with Cognitive Disabilities	3
SPED *	407	Special Education Coordination Practicum (<i>corequisite SPED 450</i>)	1
SPED *	420	Differentiating Assessment Practices in an Inclusive Setting	3
SPED *	430	Special Education Methods (<i>corequisite SPED 407</i>)	3
SPED *	440	Behavior Management	3
SPED *	450	Coordination of Special Education Programs (<i>corequisite SPED 307</i>)	3
SPED *	460	Transitional Strategies	3
SPED *	465	Education of Students with Emotional/Behavioral Disorders	3
SPED *	470	Social and Emotional Learning	3
SPED *	475	Behavior Interventions and Practicum	3
		7-12 Special Education Total	48
SUBJECT ENDORSEMENT TOTAL			86

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Education Educational Studies

The Educational Studies option is available to students who are interested in preparation for working in alternative instructional positions not requiring formal teacher certification. This degree option would be suitable for individuals interested in careers such as non-certified staff positions in public schools, professional development and workforce training, employment in experiential education settings, etc.

As with all Education degree options, students must successfully meet all criteria for admission to teacher education in order to access restricted education and special education courses. Students completing this degree option will not be eligible to apply for student teaching. Please see catalog descriptions regarding prerequisites and co-requisites.

In addition to the Educational Core coursework, students must complete 30 additional credits of upper level coursework in **Education or Special Education**. Students will develop an individualized program of study based on their interests and identified career goals.

Program prerequisite:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	426	Seminar in Educational Studies	3
SPED **	200	Introduction to Special Education	3
Educational Core Total			21
Additional credits of upper-division coursework in Education or Special Education			30
Educational Studies Core Total			51

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

SUPPLEMENTAL ENDORSEMENT: Coaching

The following program is provided for teacher education candidates interested in coaching interscholastic sports. It is designed to fit the needs of the middle level and/or high school coach and leads to an institutional recommendation for endorsement. Students completing this program are required to be completing a teacher education endorsement program, as this is a supplemental endorsement. No grade lower than "C-" will satisfy the following requirements.

COACHING 7 - 12

Course	No.	Title	Hours
HPER	204	Coaching Athletics: Theory & Practice	3
HPER	215	First Aid, CPR, AED	2
HPER	262	Nutrition and Health	3
HPER	310	Psychology of Sports & Physical Activity	3
HPER	325	Prevention & Care of Sports Injuries	3
Supplemental Endorsement Total			14

SUPPLEMENTAL ENDORSEMENT: Early Childhood Education (PK-3)

This set of courses, added to the program option in Elementary Education, will endorse an individual to teach Early Childhood from PK-3 (Prekindergarten-Grade 3). No grade lower than "C-" will satisfy the following requirements.

PK-3 EARLY CHILDHOOD EDUCATION

Course	No.	Title	Hours
EDUC	206	Principles of Early Childhood Education	3
EDUC	231	Emergent Literacy & Language Arts	3
EDUC	232	Creative Arts for Early Childhood Education	3
EDUC*	308	Early Childhood Practicum (<i>corequisite EDUC 336</i>)	1
EDUC*	336	Science/Math/Social Science for Early Childhood Education (<i>corequisite EDUC 308</i>)	3
EDUC*	402	Curriculum Development in Early Childhood Education	3
EDUC*	428	Organization & Administration of Early Childhood Programs	3
Supplemental Endorsement Total			19

SUPPLEMENTAL ENDORSEMENT: English as a Second Language (PK-12)

The ESL Supplemental Endorsement will endorse an individual to teach English as a Second Language in the grade levels for which they are prepared. This endorsement must be added to a field or subject endorsement and is not eligible for certification without a field or subject endorsement. Graduate-level courses are intended for those who already hold a teaching license. No grade lower than "C-" will satisfy minor requirements.

Course	No.	Title	Hours
EDUC*	414/514	Practicum in ESL(<i>corequisite EDUC 423/ 523</i>)	1
EDUC*	416/516	Teaching Grammar to Non-native Speakers	3
EDUC*	417/517	Second Language Acquisition	3
EDUC*	418/518	Assessment & Evaluation of English Language Learners (ELL) (<i>co/prerequisite EDUC 417/ 517</i>)	2
EDUC*	423/523	Methods & Curriculum Design in the English as a Second Language Classroom (<i>corequisite EDUC 414/ 514</i>)	3
EDUC*	438/538	Professional Collaboration with Parents & Families (<i>co/prerequisite EDUC 417/ 517</i>)	3
Content Area Total			15

* Courses marked with an asterisk require admission to Teacher Education.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

The Health and Physical Education program is designed to prepare students to teach health and physical education in grades Pre K through 12. Health and Physical Education majors will learn how to develop standards based curriculum to help foster the development of health and physically literate individuals. The Kinesiology program allows individuals to pursue careers in sport and exercise science.

Student Learning Outcomes

Successful completion of the Health and Physical Education Field endorsement will prepare the student to teach in the field of K-12 health & physical education. Successful completion of the non-teaching Kinesiology degree will prepare the student for careers and/or advanced degrees and certifications in a variety of health and fitness organizations, including American College of Sports Medicine and the National Strength and Conditioning Association.

Health, PE, and Recreation

1. Content and Foundational Knowledge: Students will understand the scientific and theoretical foundations for the delivery of an effective pre-K-12 health and physical education program.
 - a. Students will be able to analyze historical, philosophical and social perspectives of health and physical education issues and legislation.
 - b. Students will be able to describe and apply motor learning and behavior-change/ psychological principles related to skillful movement, physical activity and fitness for pre-K-12 students.
2. Skills and Health-related fitness: Students will be physically literate and can demonstrate skillful performance in physical and health education content areas.
 - a. Students will be able to demonstrate competency in all fundamental motor skills, as well as skillful performance in physical education content areas.
 - b. Students will be able to synthesize and present information relating to health content areas to a diverse audience.
3. Planning and Implementation of Health and Physical Education Curriculum: Students will plan and implement developmentally appropriate learning experiences aligned with local, state, and/or national standards for Pre-K – 12 students.
 - a. Students will be able to plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
 - b. Students will be able to plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
4. Instructional Delivery and Management: Students will engage Pre-K – 12 students in meaningful learning experiences through effective use of pedagogical skills.
 - a. Students will be able to implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
 - b. Students will be able to Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.
5. Assessment of Student Learning: Students will select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
 - a. Students will be able to implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
 - b. Students will be able to implement a reflective cycle to guide decision-making based on student learning, and short- and long-term plan objectives.
6. Professional Responsibility: Students will exhibit professional ethics and culturally competent practices in health and physical education.
 - a. Students will be able to engage in behavior that reflects professional ethics, practice and cultural competence

KINESIOLOGY

1. Students implement and interpret health and fitness assessment protocols.
 - a. Students will be able to explain proper usage of appropriate pre-activity screenings, health/medical histories, disease risk factors, informed consent documentation.
 - b. Students will be able to select and prepare physical fitness assessments for healthy participants and those with controlled disease.
 - c. Students will be able to conduct and interpret cardiorespiratory fitness assessments including: submaximal and maximal cardiorespiratory assessment protocols, blood pressure measurement, and heart rate measurement.
 - d. Students will be able to conduct and interpret assessments of muscular strength, endurance, and flexibility including: repetition maximum and repetition maximum estimations and postural alignments.
 - e. Students will be able to conduct and interpret anthropometric and body composition assessments including: circumference measures, skin fold assessments, body mass index calculations; and knowledge of other measures including dual-energy x-ray absorptiometry (DEXA), air and water displacement methodologies (e.g., BOD POD and underwater weighing).
2. Students develop and implement exercise prescription protocols.
 - a. Students will be able to design exercise programs to achieve desired outcomes and goals.
 - b. Students will be able to identify and select appropriate strength, aerobic, and flexibility based exercise.
 - c. Students will be able to describe the physiologic changes associated with different exercise protocols.
 - d. Students will be able to present proper form of exercises, and teach others to execute proper form.
 - e. Describe appropriate exercise modifications for special populations (e.g., pregnant women, overweight or obese, other disease status).
3. Students implement behavioral strategies and health behavior theory into communication with clients.
 - a. Students will be able to use effective and professional communication strategies and ability to use those strategies in working with clients.
 - b. Students will be able to explain behavior change models and theories (e.g., the social ecological model, the theory of planned behavior, and the transtheoretical model) to promote behavior change.
4. Students apply appropriate legal and professional strategies in the workplace.
 - a. Students will be able to execute emergency and or first aid procedures.
 - b. Students will be able to use appropriate communication styles and techniques in the workplace.
5. Students apply appropriate legal and professional strategies in the workplace.
 - a. Students will be able to implement effective coaching strategies that can be used with clients

Major (Non-Teaching)	<ul style="list-style-type: none"> • Kinesiology
Teaching Endorsement	<ul style="list-style-type: none"> • Health & Physical Education (PK-12) Field Endorsement • Coaching (<i>supplemental to any field or subject endorsement</i>)
Minor	<ul style="list-style-type: none"> • Kinesiology

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Health, Physical Education and Recreation****Health & Physical Education (PK-12) Field Endorsement**

This program will endorse an individual to teach Health and Physical Education in grades Pre-Kindergarten through twelve (PK-12).

- All students seeking certification in any education endorsement are required to complete the following courses. Educ 208 and Educ 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take Educ 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for Educ 208. The transfer student will still need to complete Educ 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take Psyc 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Program prerequisite:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	410	Elementary Student Teaching	6
EDUC *	411	Secondary Student Teaching	6
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

K-12 EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	312	K-12 Practicum	2
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			5
SECONDARY EDUCATION MAJOR TOTAL			39

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Health & Physical Education (PK-12) Field Endorsement

REQUIRED PROGRAM PREREQUISITE

Course	No.	Title	Hours
MATH	112	College Algebra	3
		Required General Studies Total	3

HEALTH, PHYSICAL EDUCATION, AND RECREATION CORE REQUIREMENTS

HPER	215	First Aid, CPR, AED	2
HPER	222	Structural Kinesiology	3
HPER	262	Nutrition & Health	3
HPER	310	Psychology of Sports & Physical Activities	3
HPER	325	Prevention & Care of Sports Injuries	3
HPER	360	Physiology of Exercise	3
HPER	382	Sound Mind Sound Body	3
HPER	428	Health & Society	3
HPER	433	Applied Exercise Science	3
		HPER Core Total	26

PK-12 HEALTH & PHYSICAL EDUCATION OPTION COURSES

HPER	201	Foundations of Health & Physical Education	3
HPER	220	Teaching of Sports Skills & Movement Skills	2
HPER	309	Curriculum & Educational Leadership of Health & Physical Education	3
HPER*	315	PK-12 Physical Education Teaching Methods	3
HPER*	317	PK-12 Health Education Teaching Methods	3
HPER	322	Coordinated School and Community Health: Program Planning and Implementation	3
HPER	415	Motor Learning	3
HPER	416	Skills & Content Assessments in Physical Education & Health	3
HPER	417	Adapted Physical Education	3
HPER	418	National Activities Certifications	3
		PK-12 Health & PE Total	55
		FIELD ENDORSEMENT TOTAL	94

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Health, Physical Education, and Recreation****Kinesiology**

This program will allow the individual to pursue careers in sport and exercise science. This option does not lead to a teaching endorsement and does not require the Education Core.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

REQUIRED PROGRAM PREREQUISITES

Course	No.	Title	Hours
BIOL	102	Introduction to Zoology	4
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
MATH	112	College Algebra	3
PSYC	250	Human Growth & Development	3

HEALTH, PHYSICAL EDUCATION, AND RECREATION CORE REQUIREMENTS

HPER	215	First Aid, CPR, AED	2
HPER	222	Structural Kinesiology	3
HPER	262	Nutrition & Health	3
HPER	310	Psychology of Sports & Physical Activities	3
HPER	325	Prevention & Care of Sports Injuries	3
HPER	360	Physiology of Exercise	3
HPER	382	Sound Mind Sound Body	3
HPER	428	Health & Society	3
HPER	433	Applied Exercise Science	3
HPER Core Total			26

KINESIOLOGY OPTION

BIOL	210	Anatomy	4
BIOL	312	Physiology	4
HPER	199	First Year Seminar in Kinesiology	2
HPER	219	Techniques of the Olympic Lifts	1
HPER	290	Research Opportunities in Kinesiology	3
HPER	419	Neuromechanics of Human Movement	3
HPER	420	Mechanical Kinesiology	3
HPER	441	HPER Internship	3
Option Total			23
MAJOR TOTAL			49

NOTE: For all Kinesiology students, but especially for those specifically interested in careers in management, the elective credits for the degree program should be directed to completing a minor in either Business Administration or Marketing.

Minor: Kinesiology

REQUIRED COURSES

Course	No.	Title	Hours
BIOL	210	Human Anatomy	4
BIOL	312	Human Physiology	4
HPER	222	Structural Kinesiology	3
HPER	360	Physiology of Exercise	3
HPER	419	Neuromechanics of Human Movement	3
HPER	420	Mechanical Kinesiology	3
Minor Total			20

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

SCHOOL OF PROFESSIONAL STUDIES

Tim Borchers, Ph.D. Acting Dean of School of Professional Studies		
Greg Galardi, M.S., M.B.A., D.B.A. Associate Professor of Business	Daniel Hayes, M.F.S. Instructor of Criminal Justice	James Nevitt, Ph. D Professor of Psychology
Kelli Gardner, Ph.D. Associate Professor of Psychology	Stephanie Huddle, M.S. Instructor of Criminal Justice	Turkan Ocal, Ph.D. Assistant Professor of Psychology
Matthew Gleason, M.B.A./C.P.A. Associate Instructor of Business	Christy Hutchinson, J.D. Professor of Business	Lisa Parriott, M.S. Instructor of CMIS Assistant Profess of Criminal Justice
Mary Goebel-Lundholm, Ph.D. Professor of Business	Max Kathol, M.S.O.M. Instructor of Business	Cassandra Weitzenkamp, M.B.A./C.P.A. Instructor of Business
Bradley Griffin, M.B.A. Instructor of CMIS	Ananta Khatri, Ph.D. Assistant Professor of Psychology	Jody Woodworth, Ph.D. Assistant Professor of Business
Sheri Grotrian, Ph.D. Professor of Business	Amber Mahan, Ph.D. Assistant Professor of Criminal Justice	

The School of Professional Studies offers programs to prepare students for a wide range of occupations in business, government, nonprofit organizations and graduate studies. Programs are designed to provide students with the marketable skills, knowledge, and abilities necessary to be successful in careers or in preparation for graduate study. Our faculty are a unique and dedicated blend of scholars and scholar practitioners who enjoy working with our students.

Bachelor of Science (BS) degrees are offered in Business Administration, Criminal Justice, and Psychology. The Bachelor of Applied Science (BAS) degree is offered for individuals who wish to complete a course of study in Business Administration with an emphasis in Management after having completed a technical Associate degree (Associate of Applied Science) or the equivalent in credits and life time prior learning.

The Business Administration program offers a wide array of options including Accounting, Computer and Management Information Systems, Human Resources and Risk Management, Management, Marketing, and Public Administration. The Business, Marketing, and Information Technology (BMIT) Subject Endorsement is available in conjunction with the School of Education for individuals who wish to teach business curriculum in secondary schools.

The Criminal Justice program provides options in Justice Administration for individuals interested in developing leadership/management skills and careers in law enforcement, Justice Counseling for individuals interested in human services- related education and corrections, and Legal Studies for individuals interested in government employment or graduate school.

The Psychology major features an exceptionally strong set of core courses for individuals interested in graduate study or immediate employment in the Human Services field. Our psychology major includes unique elective courses which target interesting academic issues in psychology while allowing students to develop sought-after human services skills.

We also offer the state required coursework on campus for students to pursue approval as provisional licensed alcohol and drug counselors.

Minors are available in Accounting, Business Administration, Computer and Management Information Systems, Criminal Justice, Drug and Alcohol Counseling, Human Resources and Risk Management, Marketing, Organizational Leadership and Global Issues, Organizational Leadership and Management, and Psychology. Earning a minor can help students achieve flexibility to accommodate evolving career interests.

A grade of “C-” or better is required in all major or minor courses.

All School of Professional Studies degrees, options, and minors (except Alcohol and Drug Counseling) are available

online, and over 75 of the School's courses are offered online, either in eight-week terms or sixteen-week semesters each year. Online courses

are a convenient way for the highly motivated student to continue or accelerate his/her studies without having to commute to campus.

Highly active and engaging student organizations include Phi Beta Lambda (Business and Leadership), Kappa Omicron Rho (Criminal Justice) and Psi Chi (Psychology) along with enthusiastic faculty who serve as mentors.

The School of Professional Studies consistently provides students opportunities to experience an international field experiences as part of our Peru Quest program. To date, students have traveled to and studied in Amsterdam, Australia, Bonn, Costa Rica, the Dominican Republic, Ecuador, London, Paris, Vienna, and Zurich.

BUSINESS ADMINISTRATION

A Business Administration degree provides students the opportunity to take a strong business core of classes and select from a variety of options. Accounting, Computer Management Information Systems, Human Resources and Risk Management, Management, Marketing, Public Administration, and Business Marketing and Information Technology (secondary teaching) allow students a wide array of choices.

Student Learning Outcomes

1. Students explain and apply important concepts related to the administration of business.
 - a. Students will be able to describe basic concepts in each major functional area of business, including economics, accounting, finance, law, marketing, production operations, organizational behavior, global issues, information management and strategic policy.
 - b. Students will be able to apply business concepts and theories to business situations.
2. Students use appropriate technological and quantitative tools to make and support evidence-based reasoning.
 - a. Students will be able to collect and interpret data that is relevant to the administration of business from a variety of systems and data structures.
 - b. Students will be able to create accurate and useful quantitative documents and reports.
 - c. Students will be able to analyze data to discover meaningful anomalies and trends.
3. Students express themselves competently and persuasively in written and verbal forms.
 - a. Students will be able to write well-organized and grammatically correct business documents.
 - b. Students will be able to design and make effective oral presentations using presentation software.
4. Students assume a leadership role and solve complex organizational problems.
 - a. Students will be able to identify a business problem or opportunity, assess the dynamic business environment, research historical and best practices, and formulate a variety of possible recommendations.
 - b. Students will be able to evaluate business recommendations using global perspectives and giving due consideration to ethical principles

Business Administration Options (Non-Teaching)	<ul style="list-style-type: none"> • Accounting • Computer and Management Information Systems • Human Resources and Risk Management • Management • Marketing • Public Administration
Teaching Endorsement	<ul style="list-style-type: none"> • Business, Marketing, and Information Technology (6-12) Field Endorsement
Minors	<ul style="list-style-type: none"> • Accounting • Business Administration • Computer and Management Information Systems • Human Resources and Risk Management • Marketing • Organizational Leadership and Global Issues • Organizational Leadership and Management

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)
Major: Business Administration
Business, Marketing and Information Technology (6-12) Field Endorsement

This program will endorse an individual to teach Business, Marketing, and Information Technology grades six through twelve (6-12).

- All students seeking certification in any education endorsement are required to complete the following courses. Educ 208 and Educ 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take Educ 208/209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for Educ 208. The transfer student will still need to complete Educ 209 Teacher Education Orientation and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.75 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, 411, 412, 413, SPED 421 or 435 (Student Teaching), a GPA of 3.0 in the major field of study is required.
- All teacher education students must take Psyc 250 Human Growth and Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

PROGRAM PREREQUISITE:

PSYC**	250	Human Growth & Development	3
--------	-----	----------------------------	---

EDUCATION CORE

Course	No.	Title	Hours
EDUC **	208	Foundation and Principles of Teacher Education	2
EDUC **	209	Teacher Education Orientation & Practicum	1
EDUC **	255	Differentiated Instruction for Diverse Learners	3
EDUC *	300	Managing the Learning Environment for Effective Teaching	3
EDUC *	315	Educational Technology	3
EDUC *	317	Assessment for Student Learning	3
EDUC *	400	Professional & Collaborative Practices	3
EDUC *	411	Secondary Student Teaching	12
EDUC *	420	Student Teaching Seminar	1
SPED **	200	Introduction to Special Education	3
Education Core Total			34

SECONDARY EDUCATION OPTION

Course	No.	Title	Hours
EDUC *	309	Secondary Practicum	2
EDUC *	310	Secondary School Teaching	3
EDUC *	434	Content Literacy Across the Curriculum	3
Secondary Education Option Total			8
SECONDARY EDUCATION MAJOR TOTAL			42

* Courses marked with an asterisk require admission to Teacher Education.

** Students must complete these courses prior to admission to Teacher Education.

Business, Marketing, and Information Technology (6-12) Field Endorsement

GENERAL STUDIES REQUIREMENTS *(All Business majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			15

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy	3
CMIS	300	Information Systems Management	3
Business Core Total			33

MARKETING REQUIREMENTS

BUS	329	Integrated Marketing Communications	3
BUS	347	Consumer Behavior	3

CAREER EDUCATION REQUIREMENTS

EDUC	424	Coordinating Techniques	3
------	-----	-------------------------	---

CMIS REQUIREMENTS

CMIS	101	Information Systems Concepts & Applications	3
CMIS	410	Web Page Development and Programming	3
CMIS	420	Database Administration & Implementation	3

Business, Marketing, & Information Technology Total			51
FIELD ENDORSEMENT TOTAL			93

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Business Administration****Accounting Option**

The Accounting option prepares students for high-demand careers in financial reporting and management. Initial coursework is designed to prepare students for entry level accounting positions in government and private industry. Students who wish to take the Certified Public Accountant (CPA) examination will need to complete the additional requirements for the Public Accounting/CPA Focus.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS *(All Business Majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy	3
CMIS	300	Information Systems Management	3
Business Core Total			33

ACCOUNTING OPTION

BUS	337	Intermediate Accounting I	3
BUS	338	Intermediate Accounting II	3
BUS	342	Accounting Information Systems Analysis & Design	3
BUS	371	Cost/Managerial Accounting	3
BUS	419	Federal Income Taxes- Individual	3
BUS	450	Advanced Accounting	3
BUS	451	Governmental & Not-for-Profit Accounting	3
BUS	470	Auditing	3
Option Total			24
MAJOR TOTAL			57

ADDITIONAL REQUIREMENTS FOR PUBLIC ACCOUNTING - CPA Focus*

BUS	252	Commercial Law	3
BUS	353	Organizational Ethics	3
BUS	372	Advanced Cost/Managerial Accounting	3
BUS	420	Federal Income Taxes - Corporate, Partnerships, & Fidiciary	3
BUS	471	Advanced Auditing	3
CPA Focus Total			15

*A total of 150 hours (no prior learning credit allowed) is required for CPA degree requirement.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Business Administration

Computer and Management Information Systems Option

The Computer and Management Information Systems (CMIS) option prepares students for employment in the development and use of computer-based systems that generate timely and accurate information used for managing an organization. Though a rigorous field of study, the financial rewards from completing a CMIS option can be particularly high, given the student acquires not only technical computer skills, but also a detailed understanding of the language, processes, and issues of the business world.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS *(All Business Majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy	3
CMIS	300	Information Systems Management	3
Business Core Total			33

COMPUTER & MANAGEMENT INFORMATION SYSTEMS OPTION

BUS	342	Accounting Information Systems Analysis & Design	3
BUS	390	Project Management	3
CMIS	210	Essentials of Computer Programming	3
CMIS	310	Network Administration & Implementation	3
CMIS	360	Cyber Security	3
CMIS	410	Web Page Development & Programming	3
CMIS	420	Database Development & Programming	3
CMIS	495	Systems Project Development & Management	3
Option Total			24
MAJOR TOTAL			57

Note: Students pursuing a CMIS major are encouraged to complete the Graphic Design minor and the Mathematics minor.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Business Administration****Human Resources and Risk Management Option**

The Human Resource and Risk Management option will provide students with an exceptionally strong human resources background, along with an understanding and application of risk management principles. Additionally, students are provided with technical skills in project management and database development and programming, which provide human resources professionals with the technical skills necessary to transition easily from college to the workforce.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS *(All Business Majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy	3
CMIS	300	Information Systems Management	3
Business Core Total			33

HUMAN RESOURCES AND RISK MANAGEMENT OPTION

BUS	331	Risk Management and Insurance	3
BUS	353	Organizational Ethics	3
BUS	380	Human Resources Management	3
BUS	381	Employee Training & Development	3
BUS	390	Project Management	3
BUS	460	Employment Law	3
BUS	461	Compensation and Benefits	3
CMIS	420	Database Development and Programming	3
Option Total			24
MAJOR TOTAL			57

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Business Administration Management Option

The Management option provides a sophisticated general business education and prepares graduates for entry and mid-level supervisory and management positions. Peru State's Management option is unique in its emphasis on the development of advanced computer skills, which gives graduates an advantage in the job market.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS *(All Business Majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy	3
CMIS	300	Information Systems Management	3
Business Core Total			33

MANAGEMENT OPTION

BUS	260	Entrepreneurship	3
BUS	380	Human Resources Management	3
BUS	381	Employee Training & Development	3
BUS	390	Project Management	3
BUS	493	Team Design and Performance	3
CMIS	310	Network Administration & Implementation	3
CMIS	410	Web Page Development & Programming	3
CMIS	420	Database Development & Programming	3
Option Total			24
MAJOR TOTAL			57

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Business Administration

Marketing Option

The Marketing option prepares graduates for a wide variety of high-demand careers in marketing and sales. Given the strategy development focus and case-oriented instructional approaches used in many of the marketing courses, this option is a particularly good preparation for students who eventually intend to pursue a Master of Business Administration (MBA) degree. Marketing students are also encouraged to develop graphic design and other creative skills by earning an Art Minor. See an advisor in the Art program for more details.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS *(All Business Majors must complete the following as part of their General Studies requirements)*

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy <i>(Senior Competency Course)</i>	3
CMIS	300	Information Systems Management	3
Business Core Total			33

MARKETING OPTION

BUS	329	Integrated Marketing Communications	3
BUS	336	Marketing Research	3
BUS	347	Consumer Behavior	3
BUS	348	Retail Management & Merchandising	3
BUS	350	Professional Selling	3
BUS	355	E-Marketing	3
BUS	491	Strategic Marketing Management	3
CMIS	410	Web Page Development & Programming	3
Option Total			24
MAJOR TOTAL			57

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Business Administration****Public Administration Option**

The Public Administration option develops student competencies in leadership and management issues that public and nonprofit organizations encounter at the local, regional and national levels.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

GENERAL STUDIES REQUIREMENTS (*All Business Majors must complete the following as part of their General Studies requirements*)

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
CMIS	101	Information Systems Concepts & Applications	3
ECON	221	Principles of Microeconomics	3
ECON	222	Principles of Macroeconomics	3
MATH	112	College Algebra	3
STAT	210	Statistics	3
Required General Studies Total			18

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	214	Introduction to Business Quantitative Methods	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	480	International Business	3
BUS	495	Business Policy (<i>Senior Competency Course</i>)	3
CMIS	300	Information Systems Management	3
Business Core Total			33

PUBLIC ADMINISTRATION OPTION

BUS	331	Risk Management and Insurance	3
BUS	353	Organizational Ethics	3
BUS	390	Project Management	3
BUS	493	Team Design and Performance	3
PSCI	201	American National Government	3
PSCI	202	State and Local Government	3
PSCI	426	American Constitutional Law	3
PSCI	468	Public Administration	3
Option Total			24
MAJOR TOTAL			57

BACHELOR OF APPLIED SCIENCE (BAS)

Major: Business Administration - Management

Pursuit of the Bachelor of Applied Science degree requires the completion of a technical associate degree or the equivalent in prior course work and prior learning through life experience. The degree is typically designed for those interested in developing management skills to complement their technical background.

Thirty (30) semester hours of General Studies are required. A minimum of one course must be selected from each of the five General Studies topic areas. A minimum cumulative grade point average of 2.0 (4.0 scale) is required for all coursework completed at Peru State College.

GENERAL STUDIES REQUIREMENTS		Hours
COLLEGIATE SKILLS: Effective Communication		
COLLEGIATE SKILLS: Quantitative Reasoning - STAT 210 Required		3
TECHNOLOGY AND ITS APPLICATIONS		
PERSPECTIVES ON VALUES, THOUGHT, AND AESTHETICS		
COMMUNITY, REGIONAL, AND GLOBAL STUDIES		
METHODS OF INQUIRY AND EXPLANATORY SCHEMA		
Required General Studies Total		30

BUSINESS CORE REQUIREMENTS

Course	No.	Title	Hours
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	335	Production/Operations Management	3
BUS	339	Business Finance	3
BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
BUS	493	Team Design and Performance	3
BUS	495	Business Policy (<i>Senior Competency Course</i>)	3
		Business Core Total	30
		Electives and/or Transfer Credit	60
MAJOR TOTAL			120

MINOR: Accounting**REQUIRED COURSES**

Course	No.	Title	Hours
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	337	Intermediate Accounting I	3
BUS	342	Accounting Information Systems Analysis & Design	3
BUS	371	Cost/Managerial Accounting	3
BUS	419	Federal Income Taxes - Individual	3
BUS	470	Auditing	3
Minor Total			21

MINOR: Business Administration**REQUIRED COURSES**

Course	No.	Title	Hours
BUS	201	Organizational Communications	3
BUS	231	Principles of Financial Accounting	3
BUS	232	Principles of Managerial Accounting	3
BUS	251	Legal Environment and Contract Law	3
BUS	328	Principles of Marketing	3
BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
Minor Total			21

MINOR: Computer and Management Information Systems**REQUIRED COURSES**

Course	No.	Title	Hours
BUS	390	Project Management	3
CMIS	101	Information Systems Concepts and Applications	3
CMIS	300	Information Systems Management	3
CMIS	310	Network Administration & Implementation	3
CMIS	360	Cyber Security	3
CMIS	410	Web Page Development & Programming	3
CMIS	420	Database Development & Programming	3
Minor Total			21

MINOR: Human Resources and Risk Management**REQUIRED COURSES**

Course	No.	Title	Hours
BUS	331	Risk Management and Insurance	3
BUS	353	Organizational Ethics	3
BUS	380	Human Resources Management	3
BUS	381	Employee Training and Development	3
BUS	390	Project Management	3
BUS	460	Employment Law	3
BUS	461	Compensation and Benefits	3
Minor Total			21

MINOR: Marketing**REQUIRED COURSES**

Course	No.	Title	Hours
BUS	328	Principles of Marketing	3
BUS	329	Integrated Marketing Communications	3
BUS	347	Consumer Behavior	3
BUS	348	Retail Management & Merchandising	3
BUS	350	Professional Selling	3
BUS	355	E-Marketing	3
CMIS	410	Web Page Development & Programming	3
Minor Total			21

MINOR: Organizational Leadership and Global Issues

REQUIRED COURSES

Course	No.	Title	Hours
BUS	353	Organizational Ethics	3
BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
BUS	493	Team Design and Performance	3
Select three (3) of the following courses:			
CJUS	490	Comparative Justice Systems	3
HIST/PSCI	351	Modern Africa	3
HIST/PSCI	371	Modern Middle East	3
HP *	315	Global Studies and Development	3
PSCI	301	Comparative Government	3
PSCI	312	Engagement through Legislative Process	3
PSCI	316	Engagement in the Election Process	3
HPER	322	Coordinated School & Community Health	3
HPER	383	Princ Community Engagement in Public Health	3
SOC	300	Contemporary Social Problems	3
SOC	395	Community Development	3
SOC	396	International Field Experience: Community Development	3
Minor Total			21

* Requires permission of Honors Program Chair and is offered on campus only.

MINOR: Organizational Leadership and Management

REQUIRED COURSES

Course	No.	Title	Hours
BUS	353	Organizational Ethics	3
BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
BUS	493	Team Design and Performance	3
Select three (3) of the following courses:			
BUS	331	Risk Management and Insurance	3
BUS	381	Employee Training and Development	3
BUS	390	Project Management	3
MGMT**	553	Conflict Management and Mediation	3
MGMT**	581	Human Resources Development	3
SOC	300	Contemporary Social Problems	3
Minor Total			9
			21

** Graduate courses taken for the Bachelor degree will not count toward a Master degree.

CRIMINAL JUSTICE

The Criminal Justice major is an interdisciplinary, social-science curriculum that is focused on the development of practical skills and knowledge for professional careers in the justice field. Students' studies focus on law enforcement, corrections, courts, juvenile justice, criminology, victimology, research methods to study crime, criminal and abnormal behavior, and society's response to these dynamics.

Student Learning Outcomes

1. Students will have content knowledge in the criminal justice field
 - a. Students will be able to explain the major components of the criminal justice system.
 - b. Students will be able to synthesize information from a variety of sources.
2. Students will communicate effectively both in written and verbal form
 - a. Students will be able present research on criminal justice topics.
 - b. Students will be able to write criminal justice reports for incidents that occur in the field.
3. Students will think critically
 - a. Students will be able to evaluate a comprehensive analysis of a juvenile court case.
 - b. Students will be able to demonstrate basic knowledge of information technology as applied to criminal justice research and practice.
4. Students will be able to use problem solving skills while making informed decisions.
 - a. Students will be able to implement an effective solution for an emergency exercise.
5. Students will develop applied skills to be used in the criminal justice field
 - a. Students will be able to participate and document simulated criminal justice activities.

Criminal Justice Options (Non-Teaching)	<ul style="list-style-type: none">• Justice Administration• Justice Counseling• Legal Studies
Minors	<ul style="list-style-type: none">• Criminal Justice

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Criminal Justice
Justice Administration Option**

The Justice Administration option is for students who are interested in developing career-enhancing leadership/management skills.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

CRIMINAL JUSTICE CORE REQUIREMENTS

Course	No.	Title	Hours
CJUS	110	Survey of Criminal Justice	3
CJUS	220	Introduction to Corrections	3
CJUS	230	Policing	3
CJUS	308	Community-Based Corrections	3
CJUS	330	Research Methods	3
CJUS	340	Criminal Procedures & the Courts	3
CJUS	360	Criminology	3
CJUS	385	Victimology	3
CJUS	401	Homeland Security	3
CJUS	410	Juvenile Delinquency	3
CJUS	495	Seminar in Criminal Justice	3
Criminal Justice Core Total			33

REQUIRED PROGRAM PREREQUISITES

CMIS	101	Information Systems Concepts & Applications	3
PSYC	121	Introduction to Psychology	3
SOC	201	Principles of Sociology	3

JUSTICE ADMINISTRATION OPTION REQUIREMENTS *(Select 8 of the following courses)*

BUS	201	Organizational Communication	3
BUS	251	Legal Environment & Contract Law	3
BUS	313	Loss Prevention	3
BUS	353	Organizational Ethics	3
BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
BUS	381	Employee Training & Development	3
BUS	414	Supervisory Skills & Practices	3
BUS	493	Team Design and Performance	3
CJUS	190	Criminal Law	3
CJUS	390	Ethics in Criminal Justice	3
CJUS	441	Criminal Justice Internship	3
CJUS	442	Criminal Justice Internship	3
CJUS	450	Criminalistics	3
CJUS	455	Organization & Administration of Justice	3
CJUS	490	Comparative Justice & Human Services Systems	3
CJUS	491	International Field Experience	3
CJUS	498	Special Topics in Criminal Justice	3
CMIS	300	Information Systems Management	3
CMIS	360	Cyber Security	3
CMIS	410	Web Page Development & Programming	3
CMIS	420	Database Development & Programming	3
COUN	410	Addictions (only offered on campus)	3
EDUC	365	Child Abuse & Neglect Detection	3
HP	301	Analysis of Evil I	3
HP	302	Analysis of Evil II	3
HP	311	Forensic Psychology	3
PSYC	420	Social Influence, Compliance, & Obedience	3
SOC	255	Diversity Issues in the United States	3
SOC	300	Contemporary Social Problems	3
SOC	322	The World's Religions	3
SOC	340	The Family	3
Option Total			24
MAJOR TOTAL			57

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Criminal Justice Justice Counseling Option

The Justice Counseling option is for students who are interested in human services related education. Students may take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses which are indicated with an asterisk (*) below. To earn the PLADC credential, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

CRIMINAL JUSTICE CORE REQUIREMENTS

Course	No.	Title	Hours
CJUS	110	Survey of Criminal Justice	3
CJUS	220	Introduction to Corrections	3
CJUS	230	Policing	3
CJUS	308	Community-Based Corrections	3
CJUS	330	Research Methods	3
CJUS	340	Criminal Procedures & the Courts	3
CJUS	360	Criminology	3
CJUS	385	Victimology	3
CJUS	401	Homeland Security	3
CJUS	410	Juvenile Delinquency	3
CJUS	495	Seminar in Criminal Justice	3
Criminal Justice Core Total			33

REQUIRED PROGRAM PREREQUISITES

CMIS	101	Information Systems Concepts & Applications	3
PSYC	121	Introduction to Psychology	3
SOC	201	Principles of Sociology	3

JUSTICE COUNSELING OPTION REQUIREMENTS *(Select 8 of the following courses)*

CJUS	190	Criminal Law	3
CJUS	390	Ethics in Criminal Justice	3
CJUS	441	Criminal Justice Internship	3
CJUS	442	Criminal Justice Internship	3
CJUS	450	Criminalistics	3
CJUS	490	Comparative Justice & Human Services Systems	3
CJUS	491	International Field Experience	3
CJUS	498	Special Topics in Criminal Justice	3
CMIS	300	Information Systems Management	3
CMIS	360	Cyber Security	3
COUN*	300	Professional Ethics	3
COUN*	310	Techniques of Counseling	3
COUN*	320	Assessment, Evaluation, & Casework Management	3
COUN*	330	Diversity Issues in Counseling	3
COUN*	390	Group Work	3
COUN*	410	Addictions	3
COUN*	420	Medical/Treatment Issues/Chemical Dependency	3

(list continues on next page)

EDUC	365	Child Abuse & Neglect Detection	3
HP	301	Analysis of Evil I	3
HP	302	Analysis of Evil II	3
HP	311	Forensic Psychology	3
PSYC *	250	Human Growth & Development	3
PSYC *	420	Social Influence, Compliance, & Obedience	3
PSYC *	450	Abnormal Psychology	3
SOC	255	Diversity Issues in the United States	3
SOC	300	Contemporary Social Problems	3
SOC	322	The World's Religions	3
SOC	340	The Family	3
SPED**	500	Inclusionary Practices for Special Education	3
SPED**	540	Behavior Management	3
		Option Total	24
		MAJOR TOTAL	57

*Approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses. To earn PLADC, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. PLADC classes are offered on campus only.

**Graduate courses taken towards the Bachelor degree will not count toward a Master degree program.

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)

Major: Criminal Justice

Legal Studies Option

The Legal Studies option is designed to better serve students who seek careers in law, the court system, or in public administration.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

CRIMINAL JUSTICE CORE REQUIREMENTS

Course	No.	Title	Hours
CJUS	110	Survey of Criminal Justice	3
CJUS	220	Introduction to Corrections	3
CJUS	230	Policing	3
CJUS	308	Community-Based Corrections	3
CJUS	330	Research Methods	3
CJUS	340	Criminal Procedures & the Courts	3
CJUS	360	Criminology	3
CJUS	385	Victimology	3
CJUS	401	Homeland Security	3
CJUS	410	Juvenile Delinquency	3
CJUS	495	Seminar in Criminal Justice	3
Criminal Justice Core Total			33

REQUIRED PROGRAM PREREQUISITES

CMIS	101	Information Systems Concepts & Applications	3
PSYC	121	Introduction to Psychology	3
SOC	201	Principles of Sociology	3

LEGAL STUDIES OPTION REQUIREMENTS *(Select 8 of the following courses)*

BUS	251	Legal Environment & Contract Law	3
BUS	252	Commercial Law	3
BUS	353	Organizational Ethics	3
BUS	493	Team Design and Performance	3
CJUS	190	Criminal Law	3
CJUS	390	Ethics in Criminal Justice	3
CJUS	441	Criminal Justice Internship	3
CJUS	450	Criminalistics	3
HP	311	Forensic Psychology	3
PSCI	201	American National Government	3
PSCI	202	State and Local Government	3
PSCI	426	American Constitutional Law	3
PSCI	468	Public Administration	3
SOC	255	Diversity in the United States	3
SOC	300	Contemporary Social Problems	3
SOC	322	The World's Religions	3
SOC	340	The Family	3
Option Total			24
MAJOR TOTAL			57

MINOR: Criminal Justice

REQUIRED COURSES

Course	No.	Title	Hours
CJUS	110	Survey of Criminal Justice	3
CJUS	220	Introduction to Corrections	3
CJUS	230	Policing	3
CJUS	308	Community-Based Corrections	3
CJUS	340	Criminal Procedures & the Courts	3
CJUS	360	Criminology	3
CJUS	385	Victimology	3
Minor Total			21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

PSYCHOLOGY

A Psychology major allows students to learn with and be mentored by experienced researchers who prepare our students for advanced education studies or careers in the psychology and human services field. We have an approved State of Nebraska Alcohol and Drug Counseling curriculum which assists students in progressing towards eventual licensure.

Student Learning Outcomes

1. Knowledge base in Psychology
 - a. Students will be able to demonstrate knowledge of key concepts, principles, and overarching themes of psychology.
2. Scientific inquiry and critical thinking
 - a. Students will be able to use scientific reasoning to interpret psychological phenomena.
 - b. Students will be able to demonstrate psychology information literacy.
3. Ethical and social responsibility in a diverse world
 - a. Students will be able to apply ethical standards to evaluate psychological science and practice.
 - b. Students will be able to value individuals from populations other than their own.
4. Communication
 - a. Students will be able to demonstrate effective writing for different purposes.
 - b. Students will demonstrate effective presentation skills for different purposes.
5. Professional Development
 - a. Students will use knowledge gained and skills acquired to develop meaningful professional direction.

Psychology Option (Non-Teaching)	<ul style="list-style-type: none">• Psychology
Minors	<ul style="list-style-type: none">• Drug and Alcohol Counseling• Psychology

BACHELOR OF SCIENCE (BS) or BACHELOR OF ARTS (BA)**Major: Psychology**

The Psychology major prepares students for graduate study as well as for careers where strong human services skills are necessary. Students may take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses which are indicated with an asterisk (*) below. To earn the PLADC credential, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. Psychology majors are encouraged to take Spanish in their general studies program.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

REQUIRED PROGRAM PREREQUISITES *(Satisfies General Studies Requirements)*

Course	No.	Title	Hours
CMIS	101	Information Systems Concepts & Applications	3
SOC	201	Principles of Sociology	3

PSYCHOLOGY CORE REQUIREMENTS

PSYC	121	Introduction to Psychology	3
PSYC*	250	Human Growth & Development	3
PSYC	305	Social Psychology	3
PSYC	320	Cognitive Psychology	3
PSYC	330	Research Methods	3
PSYC	345	Psychology of Personality	3
PSYC	410	Experimental Psychology	3
PSYC	431	Psychological Tests & Measurements	3
PSYC	440	Biological Psychology	3
PSYC	450	Abnormal Psychology	3
PSYC	495	Seminar in Psychology	3
Core Total			33

ADDITIONAL PSYCHOLOGY REQUIREMENTS *(Select eight (8) of the following courses)*

BUS	373	Organizational Behavior	3
BUS	380	Human Resources Management	3
BUS	381	Employee Training & Development	3
BUS	493	Team Design and Performance	3
CJUS	110	Survey of Criminal Justice	3
CJUS	360	Criminology	3
CJUS	385	Victimology	3
CJUS	490	Comparative Justice & Human Services Systems	3
CJUS	491	International Field Experience	3
CMIS	300	Information Systems Management	3
CMIS	410	Web Page Development & Programming	3
CMIS	420	Database Development & Programming	3
COUN*	300	Professional Ethics	3
COUN*	310	Techniques of Counseling	3
COUN*	320	Assessment, Evaluation, & Casework Management	3

(list continues on next page)

COUN*	330	Diversity Issues in Counseling	3	
COUN*	390	Group Work	3	
COUN*	410	Addictions	3	
COUN*	420	Medical & Treatment Issues in Chemical Dependency	3	
COUN*	430	Field Work Practicum	3	
EDUC	365	Child Abuse Neglect and Detection	3	
EDUC**	533	Classroom Management & Leadership	3	
HP	301	Analysis of Evil I	3	
HP	302	Analysis of Evil II	3	
PSYC	300	Contemporary Issues in Psychology	3	
PSYC	380	Adolescent Psychology	3	
PSYC	420	Social Influence, Compliance, & Obedience	3	
PSYC	441	Psychology Internship	3	
PSYC	442	Psychology Internship	3	
SOC	255	Diversity Issues in the United States	3	
SOC	300	Contemporary Social Problems	3	
SOC	340	The Family	3	
SPED**	500	Inclusionary Practices for Special Education	3	
SPED**	540	Behavior Management	3	
		Option Total	24	
		MAJOR TOTAL	57	

*Approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses. To earn PLADC, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. PLADC classes are offered on campus only.

**Graduate courses taken towards the Bachelor degree will not count toward a Master degree program.

Minor: Drug and Alcohol Counseling

REQUIRED COURSES

Course	No.	Title	Hours
COUN	300	Professional Ethics	3
COUN	310	Techniques of Counseling	3
COUN	320	Assessment, Evaluation & Casework Management	3
COUN	330	Diversity Issues in Counseling	3
COUN	390	Group Work	3
COUN	410	Addictions	3
COUN	420	Medical & Treatment Issues in Chemical Dependency	3
		Minor Total	21

These courses are offered on campus only, as they are part of a State of Nebraska approved curriculum leading to provisional licensure in Alcohol and Drug Counseling.

Minor: Psychology

REQUIRED COURSES

Course	No.	Title	Hours
PSYC	121	Introduction to Psychology	3
PSYC	250	Human Growth & Development	3
PSYC	305	Social Psychology	3
PSYC	320	Cognitive Psychology	3
PSYC	345	Psychology of Personality	3
PSYC	431	Psychological Tests & Measurements	3
PSYC	450	Abnormal Psychology	3
		Minor Total	21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

COURSE DESCRIPTIONS

INTERNSHIPS, DIRECTED STUDIES, SPECIAL TOPICS, AND INDEPENDENT STUDIES

In addition to the courses described in this section, Internship, Directed Study, Special Topic, and Independent Study courses are available for most disciplines. These courses may require special procedures and/or School approval before they can be taken.

Internship, Directed Study, Special Topic, and Independent Study courses are generally described as follows:

241/441/442 Cooperative Education Internship (1-12 hours)

This course is designed for students to explore and gain work experience related to their major and anticipated career goals. Students may enroll for 1-12 hours of graded credit. A minimum of forty-five hours of work experience will be required for each hour of credit per semester. The student will complete necessary paperwork with the employer and the Internship Supervisor. No more than 12 credits of internship credit may be counted towards graduation requirements.

Prerequisites Required: 45 completed hours and good academic standing

Directed Study (1-5 hours)

A Directed Study may be taken when a student has been unable to meet a course requirement in the normal manner and can demonstrate a need to take the course via Directed Study to graduate. The student must meet with the instructor at least once each week and will be required to complete the same requirements as in the original course. No more than one (1) Directed Study may be taken each semester and no more than two (2) courses of Directed Study may be counted toward graduation requirements.

Prerequisites Required: As per course being completed, Minimum of 90 semester hours and be within two (2) semesters of graduating

298/498 Special Topics (1-4 hours)

Study of a topic in a special area of interest. No more than eight (8) hours of Special Topics may be counted toward graduation requirements.

Prerequisite Required: None

499 Independent Study (1-3 hours)

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed in consultation with a faculty member. Students must meet with the instructor at least once each week and be capable of doing independent research, work, and study. No more than one (1) Independent Study may be taken each semester and no more than six (6) hours of Independent Study may be counted toward graduation requirements.

Prerequisite Required: For Juniors and Seniors Only

ANTHROPOLOGY

ANTH 225 (3 cr hrs)

Introduction to Cultural Anthropology

A comparative and historical approach to the religion, social organization, subsistence patterns, and the other aspects of the great variety of cultures around the world.

General Studies Outcome: |Methods of Inq & Explanatory Schema - Soc Science

ANTH 308 (3 cr hrs)

Native American History and Culture

This course is a broad introductory survey of the cultures and historical experiences of North American peoples from pre-contact to the present in ethno-historical perspective. Course content reflects the diverse nature of indigenous experience across a spectrum of culture groups that comprise the Native peoples of North America. Instruction focuses on how the indigenous peoples of North America responded to the ever-shifting societal stresses that accompanied rapid and often violent social, cultural, and environmental transformations of the last four centuries and how they adapted and changed to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, their sovereignty, and their right to self-determination. Cross-listed as HIST 308.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

ART

ART 101 (3 cr hrs)

Drawing I

A study of basic drawing techniques using a variety of drawing media.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 102 (3 cr hrs)

Drawing II

A continuation of Drawing I with an emphasis on improving techniques.

Prerequisite Required: ART 101

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 112 (3 cr hrs)

Introduction to Graphic Design

This course provides exposure to graphic design history, concepts, and processes.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 203 (3 cr hrs)

2-D Design Foundation

This computer-based course is a study of two-dimensional design and color theory.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 204 (3 cr hrs)

3-D Design Foundation

A study of three-dimensional design using a variety of media.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 206 (3 cr hrs)

Art Appreciation

The study of art history principles through painting, sculpture, architecture, etc.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 215 (3 cr hrs)

Typography

This course explores the dynamic between verbal and visual communication through typographic form. The history of letterform, text formatting and organization, and the balance between readability and style in type are addressed through page design structured by proportional systems and modules.

Prerequisite Required: ART 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 217 (3 cr hrs)

Art History I

A study of painting, sculpture, and architecture from ancient times to the Gothic.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 218 (3 cr hrs)

Art History II

This is a study of art from the Renaissance through contemporary art trends.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 300 (3 cr hrs)

Pottery

This course offers experiences in hand-built and thrown projects including a basic study of glaze preparation and clay analysis. Students are limited to three (3) hours credit per semester. This course may be repeated for a total of twelve (12) hours.

Prerequisites Required: ART 101, ART 102, ART 204

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 308 (3 cr hrs)**Art Exploration**

A study of the purpose of art education in the elementary school program. The student is presented with a survey of the history and philosophy of art in the elementary school and becomes actively involved in art activities designed for the elementary school classroom.

Prerequisite Required: Sophomore Standing

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 310 (3 cr hrs)**Sculpture**

This course introduces experiences in three-dimensional form using a variety of materials. Students are limited to three (3) hours credit per semester. The course may be repeated for a total of twelve (12) hours.

Prerequisites Required: ART 101, ART 102, ART 204

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 311 (3 cr hrs)**Painting**

This course introduces studio experiences in oil and acrylic painting techniques. Students are limited to three (3) hours credit per semester. The course may be repeated for a total of twelve (12) hours.

Prerequisites Required: ART 101, ART 102, ART 203

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 312 (3 cr hrs)**Watercolor Painting**

This course emphasizes compositions in color using opaque and transparent watercolor. This course may be repeated for a total of twelve (12) hours. Students are limited to three (3) hours credit per semester.

Prerequisites Required: ART 101, ART 102, ART 203

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 313 (3 cr hrs)**Illustration**

This course guides students in understanding how illustration functions as an image that enhances or complements a specific text. An overall view of the field is covered through studio assignments that explore the creative possibilities of digital and traditional techniques combined with an emphasis on drawing. Students are limited to three (3) hours credit per semester. This course may be repeated for a total of nine (9) hours.

Prerequisite Required: ART 101

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 314 (3 cr hrs)**Digital Photography**

This course emphasizes the aesthetic aspects of photography including lighting, color, and composition. Students will explore camera and digital techniques such as exposure, color corrections, retouching, and creative image manipulation. Students are limited to three (3) hours credit per semester. This course may be repeated for a total of nine (9) hours.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 316 (3 cr hrs)**Visual Identity**

This course covers developing a visual identity for a company or organization that includes market research and logo design as well as manual writing and design that set identity application guidelines.

Prerequisite Required: ART 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 320 (3 cr hrs)**Web Design**

This course explores web site development with an emphasis on aesthetics and understanding audience. Students build structure, interactivity, and styling through code. Students are limited to three (3) hours credit per semester. This course may be repeated for a total of nine (9) hours.

Prerequisite Required: ART 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 321 (3 cr hrs)**Motion Graphics**

This course emphasizes developing motion graphics for type and images that integrate spatial transformations, temporal and typographic considerations, frame mobility, and the principles of animation. Students are limited to three (3) hours credit per semester. This course may be repeated for a total of nine (9) hours.

Prerequisite Required: ART 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics
Technology & Its Application

ART 322 (3 cr hrs)**Modern and Contemporary Art**

This online survey art history course covers the development of European and American art from the late 19th century to the present. Non-western art during this time frame may also be addressed.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 325 (3 cr hrs)**Figure Drawing**

Figure drawing is a course that deals with drawing of the human anatomy from live models. This course may be repeated for a total of twelve (12) hours. Students are limited to three (3) hours credit per semester.

Prerequisites Required: ART 101, ART 102, ART 203, ART 204

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 330 (3 cr hrs)**Printmaking**

This course introduces the history and techniques of the graphic arts of block printing, etching, and lithography. This course may be repeated for a total of twelve (12) hours. Students are limited to three (3) hours credit per semester.

Prerequisites Required: ART 101, ART 102, ART 203

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 333 (3 cr hrs)**Design Studio**

In this course, art majors or minors gain professional experience, under the art direction of a faculty member, by designing print and digital collateral for campus clients, non-profit organizations, and/or local/regional businesses. Projects are developed entirely in-house from research to concept to execution, including client presentations and production for print and web.

Prerequisites Required: ART 112, ART 215 or ART 316 or Instructor's permission

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 334 (3 cr hrs)**Designer's and Artist's Professional Seminar**

This course for graphic design and fine art majors' covers developing self-promotional materials and strategies for job/opportunities as a designer and/or visual artist. Students write and design their resumes; practice interviewing and job-search strategies; develop a professional portfolio; and write their designer's/artist's statement.

Prerequisite Required: ART 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 350 (3 cr hrs)**Studio Activities**

An integrated course consisting of students working in various art mediums. Students will be allowed to work in the field of their choosing; painting, sculpture, etc. This course may be repeated for a total of twelve (12) hours. Students are limited to three (3) hours credit per semester.

Prerequisites Required: ART 101, ART 102, ART 203, ART 204

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ART 400 (0 cr hrs)**Senior Exhibition/Portfolio**

Art Education majors will mount an exhibition of their art work and develop a slide portfolio. Senior Exhibition/Portfolio is the capstone course for the student's creative experience in art at PSC.

Prerequisite Required: Seniors Only

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

BIOLOGY

BIOL 101 (4 cr hrs)

Introductory Botany

This course examines the foundation principles of biology with special emphasis on anatomy, morphology, life cycles, reproduction, evolution and diversity of plants and related organisms. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 102 (4 cr hrs)

Introductory Zoology

This course examines the foundation principles of biology with special emphasis on anatomy, morphology, life cycles, reproduction, evolution and diversity of animals and related organisms. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 130 (4 cr hrs)

General Biology

An integrated course designed to introduce the basic patterns and processes of biology and the scientific method. The course builds a conceptual understanding of major biological problems and opportunities and the role the biological sciences play in understanding and solving these problems and exploiting opportunities. Major topics include: medicine, epidemiology and disease; applied evolution and ecology; genetic engineering, cloning and biotechnology; population growth and the role of demographics in energy and economic development, and other relevant current topics as appropriate. This is a course for non-majors and cannot be used for elective credit in the Natural Science major. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 150 (4 cr hrs)

Biodiversity

Is an introductory, non-majors, internet-delivered laboratory course in the Natural Sciences. The course examines the diversity of living organisms with an emphasis on taxonomy and classification, life history, and evolution. The course covers the five major kinds of organisms (bacteria, fungi, plants, protists, animals) and the major subdivisions within each. Laboratory is required and involves investigations, observations, and other activities by students on their own time.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 210 (4 cr hrs)

Human Anatomy

A comprehensive examination of the cell biology, histology, and organ systems of humans. The course is designed for students in allied health and pre-nursing. Both lecture and laboratory are required for this course.

Prerequisite Required: BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 220 (3 cr hrs)

Horticulture and Plant Propagation Techniques

Students learn the foundation aesthetic, maintenance and propagation techniques of horticulture in this course. Emphasis is placed on plant propagation techniques and horticultural practices for plant species suited for successful gardening in Nebraska. Both lecture and laboratory are required for this course.

Prerequisite Required: BIOL 101

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 225 (3 cr hrs)

Freshwater Biology

This course examines the biology of lakes and streams, focusing on the diversity, assembly, and interactions of macrobiotic communities. Both lecture and laboratory are required for this course.

Prerequisite Required: BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 301 (4 cr hrs)

Microbiology

An introduction to the biology of prokaryotic, eukaryotic, and viral microbes; the diseases associated with microbes; and basic microbiology lab techniques. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101 and BIOL 102, or BIOL 210

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 311 (3 cr hrs)**Evolution and Systematic Biology**

Evolution is the core theory of modern biology and all biology depends upon a robust systematic hypothesis of evolutionary relationship among organisms. This course presents the fundamental concepts of the modern Evolutionary Synthesis: adaptation, niche and population variation; microevolution; speciation and species isolation; systematic theory; phenetic and phylogenetic classification; and zoological nomenclature.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 312 (4 cr hrs)**Human Physiology**

An examination of the functions and interactions of the organ systems of the human body with an emphasis on the body's homeostatic control mechanisms. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 102, BIOL 210

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 315 (3 cr hrs)**Introductory Immunology**

This class is intended to provide students with basic concepts on the subject of immunology. The course will introduce students to defense mechanism of the body and nomenclature of immunology as well as the components of innate and adaptive immune responses. Students learn and appreciate the broad area of immunology and its importance as a frontier discipline of biomedical sciences. Students will understand types of immune responses and their general properties.

Prerequisites Required: CHEM 102, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 317 (4 cr hrs)**Ecology**

The interactions among organisms and environment are studied in this course including major foci on ecology of the individual, population ecology, and community ecology. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 330 (3 cr hrs)**Cellular Biology**

Cellular Biology is an interdisciplinary class administered jointly by the Chemistry and Biology departments. The class is intended to provide the students with a detailed look at the organization and the chemistry of living cells. The course will teach students to understand and appreciate cellular structure and function through the understanding of structure in molecular terms and function in terms of chemical reactions and events.

Prerequisites Required: CHEM 102, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 340 (3 cr hrs)**Virology**

This course will provide students with a basic conceptual understanding of virology and the effects of viruses on human health. Students will learn and understand the structure, function, and nomenclature of viruses as well as role of viruses as disease agents for humans and other living organisms. Students will understand and appreciate the broad scope of virology and its importance as a biomedical science including the role of viruses in emerging infectious disease.

Prerequisites Required: BIOL 301, BIOL 330

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 350 (3 cr hrs)**Conservation and Management**

This course examines the factors that govern the growth and decline of wildlife populations within the context of conservation science. Theoretical expectations are linked to the practical case-studies to reveal how conservation and management decisions influence populations, communities, and ecosystems.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 351 (1 cr hrs)**Introduction to Geographical Information Systems**

The course is designed to introduce students to the theory and applications of Geographical Information Systems (GIS). Students will learn how GIS information is gathered, theory and practice in map-making, and practical tools in utilizing multiple GIS platforms. Students will conduct a research project that produces maps and associated data and analyses to answer the research question.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 355 (3 cr hrs)**Wildlife Techniques**

This is a laboratory and field-based examination of contemporary techniques for monitoring, sampling, and evaluating the health, size, and persistence of wildlife populations and overall community and ecosystem health.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 360 (3 cr hrs)**Animal Behavior**

A survey of the evolutionary, genetic, physiological, and ecological bases of animal behavior.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 365 (4 cr hrs)**Entomology: the Natural History of Great Plains Insects**

Insects are numerically, taxonomically, and volumetrically the dominant life forms on Earth. This course provides an introduction to insect diversity, evolution, ecology, taxonomy, development, and physiology through a study of the natural history of common Great Plains insects. Both lecture and laboratory are required for this course.

Prerequisite Required: BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 370 (4 cr hrs)**Natural History of Invertebrates**

This course examines invertebrate community relationships, diversity, and structure. The course stresses field-based observation of community components, natural history, and invertebrate interactions in 4 representative invertebrate communities. Emphasis is placed on representatives in the Great Plains and Nebraska.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 380 (4 cr hrs)**Invertebrate Zoology**

This course is a comprehensive survey of the structure, classification, ecology and evolutionary relationships of invertebrate animals. Primary focus is placed on the comparative anatomy and evolution of major invertebrate phyla. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 385 (3 cr hrs)**Disease and Epidemiology**

This course examines historical and contemporary topics relevant to understanding how disease is manifested at multiple levels of organization (organismal, population, and ecosystem). Case studies from the primary and secondary literature will elucidate topics including (but not limited to): intra-host effects (pathogenesis, resistance, immunity); animal-human interactions (zoonoses; emerging diseases); disease spread and control (epidemiological models, treatment regimens, control measures); environmental science and disease (disease and biodiversity, ecosystem degradation, and in wildlife and agricultural systems); and evolution of host-pathogen relationships. Examples will be drawn from viral, bacterial, protozoological, helminthological, and non-transmissible diseases.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 398 (4 cr hrs)**Human Parasitology**

The morphology, ecology, epidemiology, and evolution of parasites are studied in this laboratory course. Emphasis is placed on the diagnosis, course of infection, and clinical pathology of important human internal parasites. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 404 (3 cr hrs)**Genetics**

This course provides an introduction to molecular, cellular, organismal, developmental and population genetics.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 405 (3 cr hrs)**Histology and Biological Microtechnique**

The preparation, curation, and microscopic anatomy of animal and plant tissues are studied in this course. Topics include histological microtechnique, specimen fixation, differential staining and preparation of permanent mounts of whole and sectioned materials.

Prerequisite Required: BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 407 (4 cr hrs)**Developmental Biology**

This course is a study of the mechanisms of development in plants and animals. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 409 (3 cr hrs)**Advanced Ecology**

The interactions among organisms and environment are studied in this course including major foci on the role of genetics and adaptation on persistence and colonization by populations as well as the effects of landscape and spatial scale on the ecology of the individual, metapopulation, and community.

Prerequisite Required: BIOL 317

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 412 (3 cr hrs)**Experimental Biology**

Students will conceive, design and conduct a self-contained experimental research project in biology. The resulting data and conclusions will be reported in the form of a platform presentation and a technical manuscript. This is a capstone course for the Biological Science option and includes a student senior competency defense.

Prerequisites Required: For Juniors & Seniors Only, BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 414 (1 cr hrs)**Internship in Wildlife Management**

This program allows wildlife students to gain relevant work experience and establish professional relationships in their field of specialty. Students may enroll for 1-12 hours of graded credit. A minimum of forty hours of work experience will be required for every hour of credit per semester. The student will complete necessary paperwork with employer and Wildlife Internship Coordinator. The student's work will be supervised and evaluated by the Wildlife Internship Coordinator in cooperation with the employer. This is a capstone course for the Wildlife Ecology option and includes a student senior competency defense. Arranged.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 420 (4 cr hrs)**Comparative Anatomy and Evolution of the Vertebrates**

The evolutionary rise and diversification of vertebrates is studied through a detailed analysis of comparative anatomical design among major vertebrate taxa in lecture and the use of comparative anatomical dissection technique in laboratory. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 422 (4 cr hrs)**Biology of the Ectotherms: Ichthyology and Herpetology**

This course examines the fishes, amphibians, and reptiles from taxonomic, physiological, ecological and evolutionary perspectives. Emphasis is placed on representatives in the Great Plains and Nebraska. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 424 (4 cr hrs)**Biology of the Endotherms: Mammalogy and Ornithology**

The taxonomy, systematics, anatomy, physiology, reproduction and ecology of birds and mammals are studied in this course, with an emphasis on common species of Nebraska and the Midwest. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 426 (4 cr hrs)**Vertebrate Diversity**

This course examines the biodiversity, natural history, physiological, and evolutionary relationships among classes of vertebrate animals. Students will compare and contrast patterns and processes in these groups, with an emphasis on the local and regional fauna. Both lecture and laboratory are required for this course.

Prerequisites Required: BIOL 101, BIOL 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 490 (3 cr hrs)**Undergraduate Research Thesis**

Type I and Type II thesis options are available and are completed in close cooperation with a faculty mentor. Type I Option: the student will conceive, design and conduct an independent experimental research project in natural science. The resulting data and conclusions will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. Type II Option: the student will conceive, design and conduct an independent review of the technical literature on a specific topic in natural science. The resulting literature review and synthesis will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. This is a capstone course for the Biological, Wildlife or Biochemical Science options and includes a student senior competency defense. Arranged.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

BIOL 495 (0 cr hrs)**Senior Competency Exam**

Prerequisite Required: Seniors Only

BUSINESS

BUS 201 (3 cr hrs)

Organizational Communications

Students study communication foundations, the writing process, and communicating through letters, memorandums, and E-mail messages. The culminating activities permit the students to understand research methods, to design effective organizational communication documents including a resume and cover letter, and to design and deliver a team and individual presentation.

General Studies Outcome: Collegiate Skills - Effective Communication

BUS 214 (3 cr hrs)

Introduction to Business Quantitative Methods

This course introduces basic business quantitative concepts to students. Basic business math, banking practices, trade discounts, markups and markdowns, breakeven analysis, payroll, credit installment purchases, mortgage finance vs. refinance, simple and compound interest calculations, annuities and sinking funds, interpretation of financial reports, depreciation, inventory, taxation, insurance, and an understanding of the elements of the stock market are included in the course. Students are introduced to basic business statistics and the use of advanced Excel in the course.

BUS 231 (3 cr hrs)

Principles of Financial Accounting

Students are introduced to accounting as an information system that provides reports to stakeholders about the economic activities and condition of a business. Students learn about the complete accounting cycle, accounting systems and internal controls, and balance sheet accounts cash, receivables, inventories, fixed and intangible assets, and current liabilities.

BUS 232 (3 cr hrs)

Principles of Managerial Accounting

Students continue their preparation in accounting by studying the accounting process for partnerships and corporations - partnerships and limited liability, organization, capital stock transactions, and dividends; income and taxes, stockholders' equity, and investments in stocks; and bonds payable and investments in bonds. Other topics studied are: statement of cash flows, financial statement analysis, and managerial accounting concepts and principles.

Prerequisite Required: BUS 231

BUS 251 (3 cr hrs)

Legal Environment and Contract Law

This course examines the sources and origins of law and the legal system, legal processes, and fundamental legal principles, with an emphasis on the obligations of parties to a contract.

BUS 252 (3 cr hrs)

Commercial Law

This course examines the legal principles covering sales contracts and negotiable instruments under the Uniform Commercial Code, property ownership, bailments, corporations, partnerships, and other business organizations.

Prerequisite Required: BUS 251

BUS 260 (3 cr hrs)

Entrepreneurship

This course is designed for individuals interested in starting a small business. The areas covered include writing a small business plan, researching markets, raising money, analyzing accounting records, and using information technology.

BUS 313 (3 cr hrs)

Loss Prevention

This course imparts the knowledge of internal security issues such as personnel screening, the identification of high-risk employees, methods of employee theft, honesty shopping, undercover detectives, interrogation principles, counseling, alarm systems, and perimeter security. External issues include shoplifting, checks and credit card security, forgery, burglary, and vendor fraud. Dual listed as CJUS 313.

BUS 328 (3 cr hrs)

Principles of Marketing

Students learn the buying, selling, transporting, and storing functions involved in marketing, with an introduction to retailing, wholesaling, and marketing management.

BUS 329 (3 cr hrs)**Integrated Marketing Communications**

Students examine the elements of integrated marketing communications including advertising, direct marketing, social media, personal branding, personal selling, sales promotion, and public relations/publicity, focusing on the blending of the elements into a total enterprise marketing communications program.

Prerequisite Required: BUS 328

BUS 331 (3 cr hrs)**Risk Management and Insurance**

This course introduces students to the study of risk management and insurance.

BUS 332 (3 cr hrs)**Investments**

This course utilizes economic principles in evaluating the major uses of investment funds, including savings accounts in banks and other financial institutions, government bonds, corporate stocks and bonds, annuities, and real estate.

BUS 335 (3 cr hrs)**Production/Operations Management**

This course explores a wide variety of production and operations management topics. Topics include: operations strategy and competitiveness, product design, process selection, quality management, capacity management, Just-in-Time (JIT) production systems, facility location and layout, supply chain management, operations scheduling, and the production planning process.

Prerequisites Required: BUS 232, STAT 210 (or MATH 240 or 340)

BUS 336 (3 cr hrs)**Marketing Research**

Students develop an understanding of the theories and techniques of planning, conducting, analyzing and presenting market studies as an aid to problem-solving in business. Students will study different methodologies with emphasis on primary research including data collection, interviewing, and report-generation software including data analysis. Students will develop project, instrument and sampling designs, using electronic and printed survey methods.

Prerequisites Required: BUS 328, STAT 210 (or Math 240 or 340)

BUS 337 (3 cr hrs)**Intermediate Accounting I**

This course is a comprehensive study of accounting theory and concepts relating to the balance sheet, income statement, statement of cash flows, cash, current receivables, revenue recognition, and inventories.

Prerequisites Required: BUS 232, CMIS 101

BUS 338 (3 cr hrs)**Intermediate Accounting II**

This course is a comprehensive study of accounting concepts relating to plant assets, investments in equity securities, accounting for debt securities, leases, stockholder's equity, accounting for changes and errors, accounting for income taxes and earnings per share.

Prerequisites Required: BUS 337, CMIS 101

BUS 339 (3 cr hrs)**Business Finance**

Students examine the sources and management of funds used to finance assets. Strategies and tools are presented in the areas of financial analysis and planning, working capital management, capital budgeting, and long-term financing.

Prerequisite Required: BUS 232

BUS 342 (3 cr hrs)**Accounting Information Systems Design & Analysis**

This course provides an examination of accounting system concepts, applications, and the process by which they are analyzed, designed and implemented. An emphasis is placed on computer-based systems through the use of extensive case analysis.

Prerequisites Required: BUS 232, CMIS 101

BUS 345 (3 cr hrs)**Real Estate Principles and Practices**

This course presents real estate law as it affects interests in land, marketing, ownership, sales, leases, and agencies. The financial, marketing, and managerial aspects of real property are introduced.

BUS 346 (3 cr hrs)**Financial Institutions and Markets**

Students study the various institutions which constitute the United States financial system. Analysis of financial market dynamics and the mechanics of interest rate determination are also covered.

Prerequisite Required: ECON 222

BUS 347 (3 cr hrs)**Consumer Behavior**

This course presents the principles of consumer behavior in the areas of motivation, perception, learning, attitude change, information processing, life-style, demographics, social class, reference groups, opinion leaders and diffusion, family and culture, and shopping environments.

Prerequisite Required: BUS 328

BUS 348 (3 cr hrs)**Retail Management and Merchandising**

This course presents the principles of retailing including strategies, merchandise management, store operations, evaluation and control, financial strategies, human resources management, buying and selling, information systems, promotions, and inventory control.

Prerequisite Required: BUS 328

BUS 350 (3 cr hrs)**Professional Selling**

Students focus on the skills and techniques used in selling and persuasion. The course helps students learn to sell products and ideas through a study of proven techniques used by successful salespeople.

Prerequisite Required: BUS 328

BUS 353 (3 cr hrs)**Organizational Ethics**

This course applies ethical concepts and principles to moral issues in business: corporate responsibility, discrimination, advertising, competition, whistle-blowing, trade-secrets, multinationals, environment, workers' rights, government regulation, investment, bribes, product liability, and consumerism.

BUS 355 (3 cr hrs)**E-Marketing**

Overview of different types of internet business, internet marketing, global e-commerce, consumer issues, business-to-business internet marketing, online selling strategies, legal and ethical issues. Today's social media like YouTube, Facebook, Blogs, and Twitter are the new customer-centric methods to reach and collaborate with customers in building relationships, and in marketing ideas using digital media. The course explores new media, online selling strategies, Web Analytics and Internet-based business marketing techniques.

Prerequisite Required: BUS 328

BUS 360 (3 cr hrs)**Real Estate Finance**

This course is a detailed analysis of the methods and techniques of financing the purchase of real estate. Areas of study include fund sources, analysis of mortgage risk, FHA underwriting, other government influences and agencies, legal aspects, and the policies and procedures of lending institutions.

Prerequisite Required: BUS 345

BUS 361 (3 cr hrs)**Real Estate Law**

Students learn the legal implications of estates in land, deeds, leases, mortgages, easements, zoning ordinances, covenants, trespass, nuisance, licenses, invitees, and descendants' estates.

Prerequisite Required: BUS 345

BUS 371 (3 cr hrs)**Cost/Managerial Accounting**

This course covers the accounting concepts and procedures pertaining to cost/managerial reporting. Major topics are cost flows, allocation of indirect costs, job order costing and process costing, and the accounting for lost units, joint products, and by products.

Prerequisites Required: BUS 232, CMIS 101

BUS 372 (3 cr hrs)**Advanced Cost/Managerial Accounting**

This course covers standard costing, variable costing, relevant costing, designing a master budget, inventory control and production, capital budgeting, and designing a cost system for measuring organizational performance.

Prerequisite Required: BUS 371

BUS 373 (3 cr hrs)**Organizational Behavior**

This course presents the foundations of the history, theory, and applications of organizational behavior in the areas of personality, stress, motivation, job design, goal setting, learning theory, behavior modification, group behavior, power, leadership, organizational structure, decision-making, and control.

BUS 380 (3 cr hrs)**Human Resources Management**

Students will gain an understanding of the basic concepts associated with human resource management and learn how to plan and implement strategies for efficient management of a firm's most critical resources-employees. Recruiting, selecting, evaluating, developing, and compensating employees is emphasized, while legal issues, managing in a union environment and contemporary issues in human resources management will also be covered.

BUS 381 (3 cr hrs)**Employee Training and Development**

This course is designed to assist students in the study of corporate training. Topics include: needs assessment, relevant education theories and program design, transfer of training, traditional training methods, use of new technologies in training, and follow-up and evaluation of costs and benefits of training.

BUS 390 (3 cr hrs)**Project Management**

This course focuses on concepts, strategies and software associated with project management and the use of project management in the organizational environment.

BUS 410 (3 cr hrs)**Marketing Management**

This course analyzes marketing principles from the managers' point of view, specifically in terms of their application toward meeting various marketing objectives. Strategies and tools are presented in the areas of market analysis and research, product development, advertising, promotion, pricing, and distribution. Students have the opportunity to work as part of a team to develop a detailed marketing plan.

Prerequisite Required: BUS 328

BUS 412 (3 cr hrs)**Sales Management**

This study of a management position in a sales career includes an analysis of such tasks as recruiting, interviewing, and hiring salespeople. Other areas of study are training and motivating, compensation methods, assigning territories, and coordinating with other managers.

Prerequisite Required: BUS 350

BUS 413 (3 cr hrs)**Purchasing and Materials Management**

The study of the procuring of industrial materials includes such topics as SIC codes, negotiated contracts, reciprocity, buying committees, and bidding procedures. Buying motives are studied as are procedures such as straight rebuying, value analysis, inventory analysis, and other topics from the buyer's viewpoint.

BUS 414 (3 cr hrs)**Supervisory Skills and Practices**

Students learn the basics of effective supervision including worker motivation, leadership styles and practices, communication with workers, selection, promotion, compensation, training, counseling, evaluation and discipline all within the confines of front-line management.

BUS 419 (3 cr hrs)**Federal Income Taxes - Individual**

This course details federal laws, regulations, etc., as they pertain to the income taxation of individuals. A review of the history of taxation is included. Practice in tax return preparation and problem solving is provided.

Prerequisite Required: BUS 232

BUS 420 (3 cr hrs)**Federal Income Taxes - Corporate, Partnerships, Fiduciary**

Students study federal laws, regulations, etc., relating to estate and gift taxation and income taxation of partnerships, corporations, and fiduciaries. Practice in tax return preparation and problem solving is provided.

Prerequisites Required: BUS 232, BUS 341

BUS 421 (3 cr hrs)**Accounting Theory**

This course is a study of theoretical considerations in asset measurement and income determination. Emphasis is placed on pronouncements of recognized accounting authorities.

Prerequisite Required: BUS 338

BUS 430 (3 cr hrs)**Industrial Marketing**

Students analyze industrial distribution considering organizational consumers, demand, buying process, and strategies. Understanding planning, product lines, channels, logistics, pricing, and promotion are included.

Prerequisite Required: BUS 328

BUS 431 (3 cr hrs)**Small Business Management**

This course studies planning, requirements, resources, and operations involved in small business management/ownership.

BUS 450 (3 cr hrs)**Advanced Accounting**

This course emphasizes financial accounting concepts and applications related to business combinations and consolidated financial statements. Accounting for partnerships and accounting for foreign currency transactions are also covered.

Prerequisite Required: BUS 338

BUS 451 (3 cr hrs)**Governmental and Not-for-Profit Accounting**

Accounting theory and practice are applied to governmental and other not-for-profit entities including hospitals and colleges. Auditing of government entities is discussed.

Prerequisite Required: BUS 338

BUS 460 (3 cr hrs)**Employment law**

This course is a comprehensive study of federal and state employment laws and regulations. Students will apply equal employment opportunity concepts to case scenarios and will explore court decisions and regulatory actions relating to human resource functions including hiring, compensating, establishing terms of employment, disciplining and terminating employees. This course will prepare the student to be an effective member of a human resources team with regard to the legal and regulatory environment of employment functions.

BUS 461 (3 cr hrs)**Compensation and Benefits**

Students will build upon the knowledge learned in BUS 380, Human Resources Management, in understanding how the effective design and administration of total compensation systems assists in recruiting and retaining a highly qualified, motivated, and productive workforce. The focus of the course will be total compensation, including direct and indirect systems. Discussion of how organizations evaluate and determine appropriate systems for their business will be included. Topics encompass base pay systems, individual and group bonuses, executive compensation, discretionary benefits, legally-required benefits, and contemporary strategy compensation challenges.

BUS 468 (3 cr hrs)**Public Administration**

Students will study a range of topics involved in the administration of public agencies. Topics will include the history of America's public service, the development of intergovernmental relations, bureaucracies, public personnel, budgeting, decision making, evaluation procedures, and regulatory administration. This class will encourage students to investigate the role of public administration in the past and today, as well as to conjecture the possibilities for the future. Cross listed as PSCI 468.

Prerequisite Required: PSCI 201

BUS 470 (3 cr hrs)**Auditing**

This course covers generally accepted auditing standards and procedures and the philosophy supporting them. Auditing techniques available to the independent public accountant are also studied.

Prerequisites Required: BUS 338, BUS 342

BUS 471 (3 cr hrs)**Advanced Auditing**

This course examines advanced auditing methods and procedures used to verify that financial statements present fairly the financial position and results of operations of a business or governmental entity. This course emphasizes auditing procedures, planning and risk assessment for a modern risk-based audit.

Prerequisite Required: BUS 470

BUS 480 (3 cr hrs)**International Business**

Students learn contemporary business and management practices in multi-national market environments with emphasis on cultural, financial, and marketing differences.

General Studies Outcome: Community, Regional & Global Studies

BUS 481 (3 cr hrs)**International Field Experience: Business Principles and Practices**

This is a specialized international field experience focused on understanding markets and business principles and practices in a specific country or countries. The impact of culture, political and economic systems, and historical context will be considered. Students will participate in a variety of daily activities, including tours, lectures, and guided discussion sessions designed to promote understanding of the topics. Included is the presentation of strategies to develop the appropriate level of preparation to meet challenges of working and traveling in an international/intercultural setting.

Prerequisite Required: Sophomore Standing

General Studies Outcome: Community, Regional & Global Studies

BUS 491 (3 cr hrs)**Strategic Marketing Management**

An advanced study of the roles and responsibilities of marketing managers in researching, developing, analyzing, and implementing market planning strategies as well as managing the marketing function. The course encompasses an extensive range of activities and concepts and is based on the systems approach to marketing. The modern dynamic marketplace is affected by globalization and technological changes reinforce the importance of thoroughly assessing a firm's internal and external environments as a foundation for strategic and operating initiatives. A strategic marketing simulation will enhance student engagement and critical thinking skills.

Prerequisites Required: BUS 328, STAT 210 (or Math 240 or 340)

BUS 492 (3 cr hrs)**Marketing Strategies**

The case-study approach is used to instill the methods of marketing analysis for decision-making. Companies in a variety of industries are considered. Specific components include financial analysis, situation analysis, strategic planning activities, problem and opportunity analysis, generation and evaluation of alternative marketing programs, defining measurable objectives, and marketing mix/program decisions. Students are encouraged to take this course the semester immediately following Bus 410, Marketing Management.

Prerequisite Required: BUS 410

BUS 493 (3 cr hrs)**Team Design and Performance**

This course examines the design and performance of work and decisional teams including team composition, authority, communication, roles, support, and leadership. This course will prepare the student to be a successful team member and leader by exploring team evolution, self-management, and conflict resolution. This course is recommended for juniors and seniors in any degree program.

BUS 495 (3 cr hrs)**Business Policy**

This course requires students to demonstrate the ability to analyze a firm's internal and external environments and to apply concepts, theories and analytical models related to the formulation and implementation of business-level and corporate-level strategies through critical thinking and problem solving. The student communicates solutions to case scenarios both in writing and through oral presentations. The influence of other functional areas on strategic thinking emphasizes teaching students the linkage between strategic problems, management interpretations, solutions, and firm performance. This senior level seminar is the capstone experience and senior competency course for Bachelor of Science in Business Administration and Bachelor of Applied Science in Management students and should be taken in the last year of study.

Prerequisite Required: Seniors Only

BUS 496 (3 cr hrs)**Organizational Leadership**

Seniors taking this capstone course for the Bachelor of Applied Science - Management program learn leadership theories and are required to demonstrate their analytical, communication, and solution development competencies through preparation of business case reports covering a wide variety of organizational issues. Preparation of a final comprehensive report is also required. This course is open to other students interested in developing a detailed understanding of leadership principles and practices.

CHEMISTRY

CHEM 101 (4 cr hrs)

General Chemistry I

An introduction to the fundamentals of chemistry. Such topics as atomic theory, chemical bonding, stoichiometry, solutions, and pH are covered. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 102 (4 cr hrs)

General Chemistry II

This course is an application of the fundamentals of chemistry, including states of matter, oxidation-reduction, thermochemistry, chemical equilibrium, kinetics, nuclear chemistry, and descriptive chemistry. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 101

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 205 (4 cr hrs)

Principles of Qualitative Analysis

This course presents the fundamental principles of qualitative analysis and their technical application in the laboratory. Both lecture and laboratory are required for this course.

Prerequisites Required: CHEM 101, CHEM 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 206 (4 cr hrs)

Principles of Quantitative Analysis

This course continues to present the fundamental principles of quantitative analysis and their technical application in the laboratory. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 205

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 210 (4 cr hrs)

Analytical Chemistry

This course presents the fundamental principles of qualitative and quantitative chemical analysis as well as their technical application in the laboratory. Classical methods of analytical chemistry, chemical equilibrium calculations, and error analysis will be applied to experimental measurements and data. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 220 (4 cr hrs)

Intro to Nanotechnology

This course presents an analytical approach to the fundamental principles of nano-structured materials. Synthetic methods, analytical characterization techniques, and current advances in the nanotechnology field will be emphasized. The type of nano-structure materials to be studied include: nanocrystals, nano-wires, carbon-based nanostructure, porous structures, and catalysts. The synthetic methods will correspond to bottom-up approaches and will highlight solution-phase techniques such as micelle-templated, sol-gel, and non-hydrolytic molecular decomposition. Characterization methods that will be discussed include electron microscopy (transmission and scanning), UV-visible absorption and fluorescence, atomic force microscopy, X-ray diffraction (powder and single crystal), scanning tunneling microscopy, and Langmuir adsorption. Both lecture and laboratory are required for this course.

Prerequisites Required: CHEM 102, 210

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 301 (4 cr hrs)

Introductory Organic and Biochemistry

This is a condensed conceptual course in organic and biochemistry. This course serves as a terminal organic and biochemistry course for the Natural Science option. It also serves as a preparatory course for Biochemistry and Biochemical techniques. Both lecture and laboratory are required for this course.

Prerequisites Required: CHEM 101, CHEM 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 303 (5 cr hrs)**Organic Chemistry I**

This course introduces the chemistry of aliphatic and aromatic compounds, reaction mechanisms and stereochemistry. Both lecture and laboratory are required for this course.

Prerequisites Required: CHEM 101, CHEM 102

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 304 (5 cr hrs)**Organic Chemistry II**

This course is a continuation of Chem 303 with emphasis on the chemistry and detection of functional groups. The laboratory emphasis is on methods of qualitative organic analysis. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 303

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 431 (4 cr hrs)**Biochemistry and Biochemical Techniques**

The chemical foundations of molecular biology with an emphasis on the molecular aspects of intermediary metabolism are studied. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 301 or CHEM 303

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 461 (4 cr hrs)**Molecular Biology and Molecular Techniques**

The foundation techniques of molecular biology with an emphasis on the molecular nature and function of genes and contemporary molecular techniques. Both lecture and laboratory are required for this course.

Prerequisite Required: CHEM 431

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

CHEM 490 (3 – 6 cr hrs)**Undergraduate Research Thesis**

Type I and Type II thesis options are available and are completed in close cooperation with a faculty mentor. Type I Option: the student will conceive, design and conduct an independent experimental research project in natural science. The resulting data and conclusions will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. Type II Option: the student will conceive, design and conduct an independent review of the technical literature on a specific topic in natural science. The resulting literature review and synthesis will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. This is a capstone course for the Biological, Wildlife or Biochemical Science options and includes a student senior competency defense. Arranged.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

COLLEGE

COLL 100 (3 cr hrs)

Elements of Personal Success

In this course students refine skills for academic success at the collegiate level in the areas of math and learning efficiency and effectiveness. Techniques and strategies for academic and study skill development are applied to theme-based academic content supporting the College's strategic priority of community engagement.

COLL 101 (2 cr hrs)

College Success

This introductory course helps students begin to define the role of collegiate education in their personal and professional lives. Within a learning community composed of those who have similar disciplinary interests, students have the opportunity to participate in engaging and tailored activities designed to support the successful development of skills necessary for college-level work. Although the course is a requirement for all degree seeking students with fewer than 30 credit hours at the time of admission, other students are encouraged to participate. Students are automatically re-enrolled until they successfully complete the course. Successful completion of the course is a graduation requirement.

COLL 201 (1 cr hrs)

Prior Learning/Life Experience Portfolio Development

This is an online course designed for students interested in having their life experience evaluated for the purpose of determining credit if credit for prior learning should be granted. This involves a process of self-evaluation, analysis, personal reflection and documentation. It is for individuals with appropriate learning experiences allowing the student to identify the knowledge, skills, and abilities they have acquired or demonstrated in non-collegiate settings. The course will help students to identify transferable learning experiences and to prepare an adequate description and documentation of their prior learning. Students will examine and assess personal, educational and occupational goals in context of the changing world of work.

COMPUTER MANAGEMENT & INFORMATION SYSTEMS

CMIS 101 (3 cr hrs)

Information Systems Concepts and Applications

This course is an introduction to basic computer concepts and Windows-based spreadsheet, database, and presentation graphics software currently used in industry. Development of problem-solving and proficiency using selected commercial software packages is stressed.

General Studies Outcome: Technology & Its Application

CMIS 210 (3 cr hrs)

Essentials of Computer Programming

This course provides an introduction to programming and algorithm development using contemporary programming language with elements of program structure and subprogram usage. Problem-solving techniques, including stepwise refinement, are applied to problems in mathematics and business with algorithms for searching, merging, and sorting introduced. Contemporary issues associated with programming are also presented to students.

Prerequisite Required: CMIS 101

General Studies Outcome: Technology & Its Application

CMIS 300 (3 cr hrs)

Information Systems Management

This course introduces concepts of systems management from a business viewpoint and an information systems viewpoint. Students utilize graphical tools including flowcharts to examine business and information systems processes. Fundamental programming concepts are introduced including algorithms, data types, control structures and Boolean logic. An overview of project management including critical path and dependencies is introduced.

General Studies Outcome: Technology & Its Application

CMIS 310 (3 cr hrs)

Network Administration and Implementation

This course covers the fundamental principles of data communication and connectivity. Topics include network and protocol architectures, communications media and hardware, networking analysis, and management of network systems. Other areas of study include wireless and mobile networks. Network security is addressed.

CMIS 360 (3 cr hrs)

Cyber Security

Fundamentals of information security are addressed. Current issues as well as historical incidents will be examined to assess vulnerabilities and provide solutions and countermeasures. Topics include identification and authentication, access control, security models, and operating system integrity. Security is considered from macro and micro scales and from virtual to physical intrusions. Costs, potential liabilities, and other issues with data leakage are explored. This course is designed so students of any major with an interest in Cyber Security may take the course.

Prerequisite Required: CMIS 101

General Studies Outcome: Technology & Its Application

CMIS 410 (3 cr hrs)

Web Page Development and Programming

This course facilitates the development of skills in designing complex web sites. Current issues and design trends are considered as well as the fundamentals of web servers and browsers, and HTML and XHTML. Client side and server side programming and database connectivity over a web-based connection are explored. Web security and evaluation procedures for websites are covered.

General Studies Outcome: Technology & Its Application

CMIS 420 (3 cr hrs)

Database Development and Programming

This course is a study of the methods used to store and access data. Database models are developed using various software platforms including the usage of Microsoft Access as a RAD (Rapid Application Development) tool. Other topics include a data security, normalization, and database design for Internet interaction.

General Studies Outcome: Technology & Its Application

CMIS 495 (3 cr hrs)**Systems Project Development and Management**

In this course, the student proposes and executes a systems-related project. The project is selected in consultation with the instructor and must demonstrate the application of knowledge and knowledge skills acquired in the program. The techniques associated with formal project management are reviewed and used throughout the course.

Prerequisite Required: Seniors Only

COUNSELING

COUN 300 (3 cr hrs)

Professional Ethics

This course introduces students to the profession of chemical dependency/addictions counseling with an emphasis on professional ethics and issues in alcohol and drug counseling. Students study the NAADAC ethical guidelines as well as histories and philosophies of ethical code development in related fields such as medicine, psychology, and social work. Students will also investigate how many ethical issues are practically resolved through interviews with professionals in the field of addiction. Various populations-at-risk are studied, and specific professional and ethical issues relating to these populations will be explored.

COUN 310 (3 cr hrs)

Techniques of Counseling

This course will study the fundamental theories, principles, and techniques of counseling are presented as they apply to education, psychology, and social work practices. Practical experience in the use of numerous counseling techniques will also be provided and practiced in role play format.

COUN 320 (3 cr hrs)

Assessment, Evaluation, and Casework Management

This course applies the theory and practice of current techniques utilized in alcohol and drug abuse casework. Special emphasis is placed on disorders relating to substance abuse/dependency diagnosis, treatment, and/or referral, including practice assessing and managing a sample case. Students will develop drug/alcohol assessment summaries, treatment plans, progress notes, and discharge plans. They will also write clinical case reviews of sample cases.

COUN 330 (3 cr hrs)

Diversity Issues in Counseling

This course focuses on counseling issues that impact the socio-cultural, economic and educational factors in minority populations. Students learn traditional, as well as adapted, counseling techniques aimed specifically towards helping Native American, African American, Hispanic, Asian American, and other identified populations. Students practice intervention strategies in class sessions using identified issues.

COUN 390 (3 cr hrs)

Group Work

Group Work focuses on the theories and dynamics of group counseling. A primary goal of the course is the development of specific skills that can enhance group leadership. Understanding the group process and group development, how to set up groups and choosing group members, and the different types of groups are covered. Students facilitate an experiential group process to practice the techniques presented.

COUN 410 (3 cr hrs)

Addictions

This course surveys the physiological, psychological, and sociological aspects of a variety of populations that are at-risk for addictions, compulsions, and dependence, particularly focusing on alcohol and drugs. The etiological, behavioral, cultural, and demographic conditions and belief systems of various addictions are explored.

COUN 420 (3 cr hrs)

Medical and Treatment Issues in Chemical Dependency

This course provides an overview of the medical and treatment trends and issues associated with alcohol/drug disorders, physical and mental disorders, generational use/abuse/dependence on alcohol and/or drugs, drug treatment theories, practices and programs, and unique or special populations.

COUN 430 (1 cr hrs)

Field Work Practicum

This course provides an opportunity for supervised training in social work that includes a formal and systematic process that focuses on skill development and integration of knowledge. This experience is at a site approved by the College.

CRIMINAL JUSTICE

CJUS 110 (3 cr hrs)

Survey of Criminal Justice

This course introduces students to general criminal justice concepts and knowledge about the relationships of crime and criminal behavior. The purpose, role, and interrelationships of the police, other law enforcement officials, the courts and judiciary, corrections, and parole systems are discussed.

CJUS 190 (3 cr hrs)

Criminal Law

This course will focus on the concepts of substantive criminal law as they pertain to elements of criminal acts. Special focus will be assigned to basic legal concepts such as assigning punishment, voluntary criminal acts and omissions, explaining the nexus between mens rea and actus reus. Topics will also include theories of causation, homicide, theft, affirmative defenses and attempted crimes. Further, contemporary criminal law issues confronting law enforcement officials from crime prevention to court appearance are considered. Special attention will also be given to evidentiary standards relating to rules of relevancy, character evidence, and hearsay.

CJUS 220 (3 cr hrs)

Introduction to Corrections

This course is a general introductory course that describes the history and development of corrections in America, the various aspects of correctional practices, and issues and perspectives affecting institutional life within the correctional system. Organizational and administrative practices are examined.

Prerequisite Required: CJUS 110

CJUS 230 (3 cr hrs)

Policing

This course covers the major roles of the police in American society. The course investigates the origins of policing and law enforcement, police organization, the functions of police in society, and the polices' relationships to the various components of the criminal justice system. Issues confronting police administration are discussed.

Prerequisite Required: CJUS 110

CJUS 308 (3 cr hrs)

Community-Based Corrections

This course focuses on correctional processes and strategies regarding probation, parole, juveniles, diversion, and other innovative approaches applied in a community setting.

Prerequisite Required: CJUS 110

CJUS 313 (3 cr hrs)

Loss Prevention

This course imparts the knowledge of internal security issues such as personnel screening, the identification of high-risk employees, methods of employee theft, honesty shopping, undercover detectives, interrogation principles, counseling, alarm systems, and perimeter security. External issues include shoplifting, checks and credit card security, forgery, burglary, and vendor fraud. Dual listed as BUS 313.

CJUS 330 (3 cr hrs)

Research Methods

This is an introductory course that concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the criminal justice field.

Prerequisites Required: CJUS 110, STAT 210 (or MATH 240 or 340)

CJUS 340 (3 cr hrs)

Criminal Procedures and the Courts

This course provides an overview of the structure and functions of the criminal court system in the United States, including county, state, federal, and specialized courts. The roles of court personnel, case flow management, a variety of issues confronting the court system, court standards as compared to actual functioning, and court reform measures are studied. Constitutional rules regarding evidence, search and seizure, interrogations and confessions, and suspect identification guidelines receive significant attention. Constitutional rights, remedies, post-trial appeal processes, and criminal procedure during times of crisis receive consideration.

CJUS 360 (3 cr hrs)**Criminology**

This course examines the nature and causes of crime as a social phenomenon.

Prerequisite Required: CJUS 110

CJUS 385 (3 cr hrs)**Victimology**

This course focuses on the theoretical perspectives of victimization, the scope of victimization in the United States, the justice system's response, victim's rights, restorative justice, and research and evaluation findings. Being exposed to and understanding victimization issues enhances students' knowledge about a comprehensive system of justice rather than a "criminal's justice system."

CJUS 390 (3 cr hrs)**Ethics in Criminal Justice**

This course will focus on ethical principles and concepts as they apply to elements of the criminal justice system. Special focus will be assigned to the three major areas of criminal justice: police, courts, and corrections. Students will learn about general philosophical theories and ethics designed to govern both individual behavior and institutions as a whole. Students will be provided with a framework for making ethical decisions in order to be successful practitioners in the field of criminal justice.

CJUS 401 (3 cr hrs)**Homeland Security**

This course is designed to provide students with an understanding of Homeland Security, incident management, terrorism and counter terrorism as impacting the United States.

Prerequisite Required: CJUS 110

CJUS 410 (3 cr hrs)**Juvenile Delinquency**

This course focuses on the nature and extent of delinquent acts and status offenses historically, theoretical approaches to explain why these behaviors develop including environmental/contextual approaches to explanation, and how the justice system and society legally respond. A variety of cultural and social factors related to delinquency are examined, along with program implications for prevention and intervention.

Prerequisite Required: CJUS 110

CJUS 450 (3 cr hrs)**Criminalistics**

This course introduces students to the basics of forensic science, focusing on the legal and procedural methods of evidence and evidence collection techniques to include fingerprint collection and analysis, firearms identification, gunshot residue, tool marks, footprint and tire mark impressions, forensic serology, blood spatter evidence, forensic photography, DNA theory and analysis, and electronic surveillance issues.

CJUS 455 (3 cr hrs)**Organization and Administration of Justice**

This course examines historical, theoretical and practical aspects of the organization and administration of entities within the criminal justice system, including, but not limited to, courts, corrections, police, juvenile justice and human services systems. Administrative, financial, personnel, and management practices and historical issues receive significant attention. Review of innovative practices as a response to contemporary issues affecting these areas provides a greater understanding of how organizations in the justice field evolve to become more effective.

Prerequisites Required: CJUS 110, CJUS 220, CJUS 230, CJUS 340

CJUS 490 (3 cr hrs)**Comparative Justice and Human Services Systems**

This course allows students the opportunity to examine and compare the United States criminal justice system with those existing in foreign countries. Exploration and problem identification of key contemporary issues affecting these systems is an integral course element. The criminal justice system(s) under study are contrasted with the courts, policing, corrections and juvenile justice systems within the American system. In addition, innovative human service delivery systems are studied from a critical policy response perspective. Cultural and social factors that have influenced the development and ongoing operation of each system under study receive in depth examination.

Prerequisite Required: Sophomore Standing

General Studies Outcome: Community, Regional & Global Studies

CJUS 491 (3 cr hrs)**International Field Experience**

This is a specialized international field experience where students are immersed in the criminal justice and human service systems to examine and compare the various aspects of each country's systems. Cultural and social factors that have influenced the development of each system under study will be examined. Students will attend daily scheduled presentations, tours, social and cultural events and celebrations, visit historical sites, volunteer to help local agencies, and participate in other educational opportunities that become available for students while in-country.

CJUS 495 (3 cr hrs)**Seminar in Criminal Justice**

This course requires students to use critical thinking, research, oral and written communication skills to investigate, discuss and explain how major criminal justice theories contribute to an understanding of deviant, delinquent or abnormal behaviors and crime. Particular emphasis is placed on discussion and evaluation of contemporary problems facing one of the elements of the criminal justice system; law enforcement, courts, and corrections. This senior level seminar is the capstone experience and senior competency course for criminal justice students and should be taken in the last year of study.

Prerequisite Required: Seniors Only

EARTH SCIENCE

ESCI 206 (3 cr hrs)

Principles of Physical Science

This is an integrated course covering the various phases of man's physical and chemical world. Experiences with a variety of learning situations, such as demonstrations, experiments, instructional television, and other visual aids are included.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 211 (4 cr hrs)

Principles of Earth Science

This is an integrated course that examines fundamental concepts in earth science. Course topics include concepts of matter and energy and their function in the solar system, basic global climatology and weather formation, fundamental geological composition and function, volcanism, and tectonic processes, continental drift, glacial and loess deposition, Nebraska soils and the geophysical history of North America. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 215 (3 cr hrs)

Intro to Earth and Physical Science

This Physical / Earth Science course is an introductory non-lab course discussing the basic workings of the physical world around us. The course will introduce non-science majors to the fields of astronomy, chemistry, geology, meteorology, and physics.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 220 (3 cr hrs)

Energy

This course is a study of energy resources with a focus on both nuclear and conventional power stations, design operation, cost, governmental regulations, safety, and environmental effects. Field trips to nuclear and conventional generation stations are required.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 230 (4 cr hrs)

Limnology

Limnology is the study of the physical and biological properties of inland waters. Students will examine the origins, ecology, and physical properties of inland waters including the effects of climate, land use, and pollution. Students will study the biological and physical properties of local streams and lakes and learn to assess the general health and water quality of inland streams and watersheds. Both lecture and laboratory are required for this course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 240 (4 cr hrs)

Introduction to Meteorology and Climatology

Basic meteorological and climatological principles will be discussed and applied. Topics covered include atmospheric composition, radiative transfer, moisture and precipitation processes, and common circulation patterns. Special topics include winter storms, thunderstorms, tornadoes, hurricanes, pollution, and climate change. Labs will focus on applying these principles to real weather and climate situations, including an introduction to weather analysis and forecasting.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ESCI 340 (4 cr hrs)

Meteorology and Climatology

The physical factors influencing the climate with practical work in interpreting meteorological records and forecasting are studied. Both lecture and laboratory are required for the course.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

ECONOMICS

ECON 221 (3 cr hrs)

Principles of Microeconomics

Consideration is given to the microeconomic concepts of wages, interest, rent and profits, personal distribution of income, consumption, monopolies, agriculture, government taxation and expenditures, international trade and comparative economic structures.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

ECON 222 (3 cr hrs)

Principles of Macroeconomics

This course presents elementary concepts of macroeconomics with an emphasis on equilibrium analysis, monetary and fiscal policy, banking, developmental economics, and comparative economic systems.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

ECON 305 (3 cr hrs)

Economic Geography

Economic geography introduces students to the basic concepts, analytical tools and resources that explain ways in which individuals and organizations organize their economic activities in geographical locations. It further develops the influence of various institutional arrangements that affect spatial interdependencies. Finally, the course explains the use of demographic data in interpreting international target markets. This course is cross-listed as GEOG 305.

Prerequisite Required: ECON 222

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

EDUCATION

EDUC 201 (0 cr hrs)

Admission to Teacher Education

EDUC 205 (3 cr hrs)

Educational Psychology

This course will focus on the psychological principles underlying learning and effective teaching, the effect of social and personality factors on the learning process, and the application of learning theory teaching. This course is appropriate for Teacher Education Students.

Prerequisite Required: EDUC 209 **or**

Corequisite Required: EDUC 209

EDUC 206 (3 cr hrs)

Principles of Early Childhood Education

This course is designed to give students the theory and practice necessary for teaching and caring for children from infancy through age eight. It is an introduction to the professional preparation needed for preschools and child care.

EDUC 208 (2 cr hrs)

Foundation and Principles of Teacher Education

This course provides an overview of the nature of the teaching profession, including the purpose, history, philosophy, organization, curriculum alignment and standards in American public school education. Professional dispositions, reflective practice, and critical thinking skills will be emphasized.

Corequisite Required: EDUC 209, Sophomore standing

EDUC 209 (1 cr hrs)

Teacher Education Orientation & Practicum

This course will specifically introduce PSC teacher education candidates to the School of Education's conceptual framework and program standards, teacher education program checkpoints, electronic candidate portfolio requirements and implementation, successful completion of a 20-hour practicum, and successful completion of a faculty panel interview.

Corequisite Required: EDUC 208, Sophomore standing

EDUC 231 (3 cr hrs)

Emergent Literacy and Language Arts

This course is designed to provide learning in the development of the two receptive language skills of listening and reading; and the two expressive language skills of writing and speaking. Methods facilitating these skills will be addressed in a developmental approach. The course includes teaching strategies, research, curriculum design and implementation, assessment and evaluation, technology, and family involvement in language arts and literacy for young children.

EDUC 232 (3 cr hrs)

Creative Arts in Early Childhood Education

This course is designed for early childhood classroom practitioners. It focuses upon the planning, implementing, and evaluating of developmentally appropriate activities for young children in the creative areas of art, music, movement, and play including experiences and methods for developing self-expression and creativity.

EDUC 255 (3 cr hrs)

Differentiated Instruction for Diverse Learners

This course focuses on the conceptual, theoretical, and philosophical issues surrounding diversity in educational settings and how to successfully implement differentiation of instruction to offer all types of learners with opportunities for engagement in their learning environments. The course also explores notions of equity that will provide candidates with the information they need to create learning environments that are free of bias and provide a differentiated approach to education for all students. Teacher education candidates will adopt a philosophical position and design and implement effective teaching strategies that reflect ethnic and cultural diversity through differentiation.

Prerequisite Required: EDUC 209 **or**

Corequisite Required: EDUC 209

EDUC 290 (3 cr hrs)**Selecting and Evaluating Literature for Elementary Curriculum**

This course is designed to introduce and explore the genres of literature for children, along with the implementation of children's literature in elementary curriculum. A variety of literary works will be explored, original works of literature will be created, and literature through technology will be discovered. Candidates will gain experience in selecting literature with literary merit and exploring the broad field of children's literature through an introduction to types of literature, authors and poets, illustrators, writing styles and techniques, contemporary topics and trends, and interdisciplinary selections of literary merit.

EDUC 300 (3 cr hrs)**Managing the Learning Environment for Effective Teaching**

This course is intended to provide teacher education candidates the opportunity to explore, discuss, and reflect upon the relationships between managing the learning environment and effective teaching. Research, discussion, and reflection will be focused on current theory and research-based best practices for managing the learning environment in order to effectively meet the needs of all learners. Development of lesson planning approaches, as well as development of individual management styles and plans for their classrooms, will be emphasized in order to assist teacher candidates in enhancing their knowledge and skills related to managing the learning environment for effective teaching.

Prerequisite Required: Admission to Teacher Education

EDUC 301 (1 cr hrs)**Elementary Practicum - Social Studies and Language Arts**

This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Social Studies and Language Arts Methods courses.

Prerequisite Required: Admission to Teacher Education

Corequisites Required: EDUC 302, EDUC 325, EDUC 326, EDUC 327, EDUC 328

EDUC 302 (1 cr hrs)**Elementary Practicum - Math & Science**

This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Math and Science Methods courses.

Prerequisite Required: Admission to Teacher Education

Corequisites Required: EDUC 301, EDUC 325, EDUC 326, EDUC 327, EDUC 328

EDUC 303 (1 cr hrs)**K-3 Elementary Practicum**

This course provides a minimum of 40 hours of field experience in a K-3 elementary setting for students completing an early childhood education endorsement.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 337

EDUC 304 (2 cr hrs)**Middle Level Practicum**

This course provides a minimum of 80 hours of field experience in middle level schools for students completing a middle level endorsement.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 425

EDUC 306 (1 cr hrs)**Infant/Toddler Practicum**

This course provides a minimum of 40 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with infants and toddlers.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 321

EDUC 308 (1 cr hrs)**Preschool Practicum**

This course provides a minimum of 45 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with preschool aged students.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 336

EDUC 309 (2 cr hrs)**Secondary Practicum**

This course is designed to provide secondary education majors with an opportunity to observe the specific methods being studied in the Secondary Methods course and to begin to practice these methods. The practicum requires a minimum of 80 hours of field experience.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 310 or HPER 315 or HPER 317

EDUC 310 (3 cr hrs)**Secondary School Teaching Methods**

This course provides education majors with opportunities to study, discuss, and practice instructional methods specifically for middle and high school students and to examine these school environments.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisite Required: EDUC 309 or EDUC 312

EDUC 311 (2 cr hrs)**Elementary Physical Education Practicum**

This course provides a minimum of 80 hours of field experience at the elementary level for students completing a K-6 Physical Education endorsement.

Prerequisite Required: Admission to Teacher Education

EDUC 312 (2 cr hrs)**K-12 Education Practicum**

This course provides a minimum of 80 hours of field experience at both the elementary and secondary levels for students completing a K-12 Art, Music, or Physical Education endorsement. Students will be assigned two (2) placements and complete a minimum of 40 hours at each of the elementary and secondary levels in the appropriate content area.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: EDUC 310 or HPER 315 or HPER 317

EDUC 315 (3 cr hrs)**Educational Technology**

This course will focus on understanding and harnessing the power of digital media for teaching and learning. Students will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where P-12 students use digital media tools for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experience will help pre-service teachers broaden their use of digital media tools and techniques, and they will learn rationales and strategies for developing 21st century literacies.

Prerequisite Required: Admission to Teacher Education

General Studies Outcome: Technology & Its Application

EDUC 317 (3 cr hrs)**Assessment for Student Learning**

This course emphasizes the awareness of the role of the teacher in assessment and his/her impact on student learning via procedures and practices that utilize assessment results to inform instruction. Test construction, analysis of teacher-made tests, and analysis of assessment results will be emphasized along with grading and reporting of student progress for the purposes of addressing "assessment of learning" and "assessment for learning" for a diverse student population. Key pre-service assessment skills, as delineated by the Nebraska Department of Education, will also provide direction in terms of preparation of pre-service teacher candidates for both the Nebraska State Assessment System, as well as any additional federal government expectations concerning assessment.

Prerequisite Required: Admission to Teacher Education

EDUC 320 (1 cr hrs)**Substitute Teaching Preparation**

This course is designed for junior and senior level teacher candidates who would like to substitute teach in school districts affiliated with Nebraska Educational Service Unit #4. Teacher candidates will gain exposure to real classroom experiences and participate in professional opportunities. This course will help teacher candidates develop professional dispositions and will provide interaction with experienced teachers. Additionally, teacher candidates will acquire new classroom management strategies. At class meetings, teacher candidates will master best practice strategies for successful substitute teaching experiences.

EDUC 321 (3 cr hrs)**Infant/Toddler Development and Methods**

This course focuses on child growth and development from conception through three years of age including physical, social/emotional, language/literacy, and cognition domains. Students will explore current research within the field as it relates to the infancy and toddler periods. Students will develop and implement lesson plans within each of the developmental domains and create documentation to show evidence of children's learning. Nebraska Early Learning Guidelines and Teaching Strategies GOLD tools will be used to introduce students to informal assessment techniques used in infancy and toddler development.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisite Required: EDUC 306

EDUC 325 (3 cr hrs)**Teaching Language Arts in the Elementary School**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach language arts. Elements include reading, writing, listening, talking, viewing, and thinking. This course requires critical thinking about current models of language arts instruction in society and allows for development of a personal philosophy for teaching language arts in the elementary and/or middle school setting. Purposeful alignment to language arts standards, finding ways to assess each element of the language arts, and implementing technology in a meaningful way are all emphasized in this course.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: EDUC 301, EDUC 302, EDUC 326, EDUC 327, EDUC 328

EDUC 326 (3 cr hrs)**Teaching Social Studies in the Elementary School**

This course investigates the theories, techniques, instructional methods, resources and organization used to teach Social Studies. Elements include major concepts and modes of inquiry to address the integrated study of history, geography, the social sciences, and other related areas to promote informed decision-making as a fully participating citizen in a diverse and democratic society. Purposeful alignment to social studies standards, finding ways to access each element of social studies and implementing technology in a meaningful way are all emphasized in this course.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 327, EDUC 328

EDUC 327 (3 cr hrs)**Teaching Math in the Elementary School**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach mathematics. Elements include numeration and number sense, computation and estimation, measurement, geometry and spatial concepts, data analysis/probability/statistical concepts, algebraic concepts, fractions, and problem solving. In doing so, candidates will fully grasp how to engage learners in problem solving, reasoning and proof, communication, connections, and representation. Purposeful alignment to mathematics standards, finding ways to assess each element of mathematics, and implementing technology in a meaningful way are all emphasized in this course.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 326, EDUC 328

EDUC 328 (3 cr hrs)**Teaching Science in the Elementary School**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach science. Direction is given to teacher candidates on how to organize and prepare meaningful lessons that support learning science. Candidates will identify state standards while developing simple and easy to understand outlines of science concepts based on state standards and student interest. Students will learn how to use natural resources along with everyday materials when planning hands-on lessons that engage all students. Students will demonstrate interactive technology websites and tools that support science lessons, while at the same time becoming more comfortable using interactive boards, and student response devices as part of a complete unit plan. Purposeful alignment to science standards, finding ways to assess each element and implementing technology in a meaningful way are all emphasized in this course.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 326, EDUC 327

EDUC 330 (3 cr hrs)**Observation, Assessment and Guidance in Early Childhood Education**

This course will provide students with knowledge and application of various techniques for observing and assessing young children ages birth through 8, in a variety of early childhood settings. Students will explore authentic, alternative, classroom-based, and informal assessment methods in order to record and document children's behavior, academics, and social/emotional learning in the classroom. Students will also gain knowledge on interpreting the results in order to plan a responsive and supportive curriculum in a variety of educational settings.

Prerequisites Required: Admission to Teacher Education, EDUC 206

EDUC 333 (1 cr hrs)**Behavior Management Seminar**

The course will focus on the basic principles of behavior management as well as survey practical applications of this approach. Course content will include theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, interventions, positive behavioral support and monitoring for change as it applies in the general education setting.

EDUC 334 (3 cr hrs)**Teaching Reading in the Elementary School**

This course investigates current methods, approaches, types and availability of reading materials, and their practical application in the elementary classroom setting. Emphasis is placed on facilitating instruction in the classroom and the five important skills for reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension). Candidates will use standards, curriculum, and skills of reading, writing, listening, and speaking to develop applicable classroom materials for a variety of learners and their individual needs in the classroom setting.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 336 (3 cr hrs)**Inquiry in Early Childhood Education**

This course is designed to allow students to focus on integrating inquiry into all facets in an early childhood setting, with an emphasis on science, mathematics, and social/emotional learning. Emphasis will be on the concrete, practical application of different philosophies, theories, and current research in early childhood education. The course will focus on designing, implementing, and evaluating appropriate activities and environments for children ages birth through 3 years with a focus developing and researching developmentally appropriate lessons, assessments, materials and resources. Emphasis will be on planning stimulating, age-appropriate classroom and outdoor learning environments that encourage child-initiated discovery. Topics covered include math, science, social sciences, block play, drama/creative movement, social/emotional, technology, literacy, art, play, and thematic strands integrated into each area.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisite Required: EDUC 308

EDUC 337 (3 cr hrs)**Science, Math, and Social Studies for Preschool and the Primary Grades**

This course is designed to provide students with the opportunity to consider and evaluate the philosophy, principles, practices, and problems in preschool (ages 3, 4 & 5) and the primary grades (kindergarten through third grade), with focus on science, mathematics, and social studies instruction. Students will engage in an in-depth study of child development including concept development, problem solving, inquiry, and the planning, implementing and evaluating developmentally appropriate activities in science, mathematics, and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Other areas of focus include history, culture, and appropriate use of technology in the teaching and learning of science, mathematics, and social studies.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: EDUC 303

EDUC 350 (3 cr hrs)**Computer Applications in Education**

The purposes of the course are to ensure that class members have proficiency in creating documents using word processing, calculating using the spreadsheet, and searching using the database; to familiarize the students with a variety of the best software programs currently available in their area; to show the students how these programs can be applied in the classroom; and to have the students apply useful utility programs to improve the learning process.

EDUC 365 (3 cr hrs)**Child Abuse and Neglect Detection**

The content of this course will cover a broad range of topics dealing with child abuse and neglect issues as related to the public schools, the juvenile justice system, and the community at large. The course will emphasize the relationship between child abuse and juvenile delinquency. A further emphasis will be placed on equipping the student to obtain competent detection and reporting skills, skills dealing with the treatment of victims, and the prevention of abuse and neglect.

EDUC 400 (3 cr hrs)**Professional and Collaborative Practices**

This course provides a comprehensive overview of the professional practices associated with teaching today. It is an interdisciplinary approach (incorporating the current political, economic, legal, social, and cultural aspects in education today) designed to provide pre-service teachers with a clear understanding of the teaching profession and the practices, issues, and controversies confronting American education today. Resume writing, interview skills, and an electronic portfolio will be completed during this course to prepare candidates for potential career opportunities. The course will provide novice educators with a broad understanding of how the relationships between students, parents, and community impact the overall educational experience for students. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children.

Prerequisite Required: Admission to Teacher Education

EDUC 402 (3 cr hrs)**Developmental Curriculum in Early Childhood Education**

This course prepares students to plan a developmentally appropriate curriculum and environments for children ages birth-8 years of age. Topics include learning environment design, writing goals and objectives, lesson plans, and daily schedules. Content and methods for planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development are included as well as experience in the production of materials to be used in early childhood programs.

Prerequisites Required: Admission to Teacher Education, EDUC 206, EDUC 317 (or Corequisite)

EDUC 403 (3 cr hrs)**Diagnostic and Remedial Reading**

This course addresses the assessment of individual learners' reading skills and the appropriate interventions to facilitate further skill development. Candidates will learn to administer and interpret diagnostic assessments, identify potential causes and effects of reading problems, utilize remedial interventions, and apply management procedures (grouping strategies, book leveling systems, multi-dimensional planning) with which classroom teachers may utilize daily. Candidates will apply knowledge of how elementary and special education students differ in their reading development and approaches to learning while creating instructional opportunities directed toward diverse learning needs.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite), EDUC 334 or EDUC 434

EDUC 405 (3 cr hrs)**Diagnostic and Remedial Mathematics**

This course addresses the assessment of individual learners' math skills, and the appropriate interventions to facilitate further skill development. Learning theory and interventions for assisting students with mathematics skill development are explored. Candidates will recognize the importance of knowing students' individual needs, focusing on differences among individual students, and fostering active engagement in the learning process.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 409 (3 cr hrs)**Recertification Student Teaching**

This course is designed for those persons whose teaching certificate has expired for longer than five (5) years. The course will provide the opportunity for the person to spend a minimum of three (3) weeks in a K-12 classroom to become reacquainted with students and classroom procedures. EDUC 509 will fulfill the State Department of Education Practicum requirement for renewal of an expired certificate.

EDUC 410 (3 - 12 cr hrs)**Elementary Student Teaching**

This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the elementary level. Students teach full-time for four to sixteen weeks.

EDUC 411 (3 - 12 cr hrs)**Secondary Student Teaching**

This is a practical application of learning principles in the classroom with a progressive introduction into full teaching responsibilities at the secondary level. Students teach full-time for four to sixteen weeks.

EDUC 412 (3 - 12 cr hrs)**Early Childhood Student Teaching**

This provides observations, laboratory and teaching experience in directing the learning activities of children in Pre-kindergarten through grade three (3). During the student teaching experience, the student applies the theories and principles of learning and instruction. Students teach full-time for four to sixteen weeks.

EDUC 413 (3 - 12 cr hrs)**Middle Level Student Teaching**

This is practical application of learning principles in the classroom with a progressive introduction into full teaching responsibility at the middle level. Students teach full-time for four to sixteen weeks.

EDUC 414 (1 cr hrs)**Practicum in ESL**

The course consists of a 45 contact hour practicum that will reflect upon cultural practices, nurture, and mentor cultural diversity. It will identify and reflect upon ways to support and accommodate all learners, practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum, assess his/her strengths and weaknesses in the birth through Grade 12 setting and formulate ways to re-mediate potential problems, reflect on the practicum experience in a written reflective journal, observe, plan, and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a birth through grade 12 setting, demonstrate collaboration skills necessary to be an effective member of a team, adhere to state and federal legislation along with professional and ethical code.

Prerequisite Required: EDUC 418

Corequisite Required: EDUC 423

EDUC 415 (2 cr hrs)**Drug Use and Abuse**

This course is a study of the different types of drugs that are prevalent in our American society. Emphasis will be placed on the origins of drug-taking behavior, the problems that drugs create in society, and the allure that drugs have in American culture today.

EDUC 416 (3 cr hrs)**Teaching Grammar to Non-Native Speakers**

Teaching Grammar to Non-Native Speakers explores English grammar and the key difficulty areas for non-native speakers. This course focuses on the rules of the English language, error correction, and teaching techniques for K-12 students. It examines ways to prepare our English Language Learners to be academically successful in reading, writing, listening, and speaking with practical and theoretical knowledge about English and teaching.

Prerequisite Required: Admission to Teacher Education

EDUC 417 (3 cr hrs)**Second Language Acquisition**

Second Language Acquisition is the field of study examining how people learn second languages as children and as adults. After examining the history of the field, this course will consider social contexts in learning languages as well as psychological and educational considerations. This broad overview of second language acquisition will prepare future teachers to address linguistic, social, and psychological factors while working with English Language Learners (ELLs).

Prerequisite Required: Admission to Teacher Education

EDUC 418 (2 cr hrs)**Assessment and Evaluation of English Language Learners**

This course emphasizes the awareness of the role of the teacher in assessment and evaluation of English Language Learners (ELL) and his/her impact on an ELL's learning via procedures and practices that utilize assessment results to inform instruction. A major focus of the course will be on intimately linking classroom instruction with the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess the content knowledge of English Language Learners. Key pre-service assessment knowledge and skills, as delineated by the Nebraska Department of Education, will also provide direction in terms of preparation of pre-service teacher candidates for both the Nebraska State Assessment System, as well as any additional federal government expectations concerning assessment and evaluation of English language Learners.

Prerequisite Required: Admission to Teacher Education, EDUC 317

EDUC 420 (1 cr hrs)**Student Teaching Seminar**

This seminar will provide student teachers with mentorship during the student teaching semester. Workshops for portfolio development and completion of the Instructional Analysis Project will be included, as well as, the activities that were a part of student teaching call backs (mock interview, certification paperwork, preparation for the job search, etc.).

Prerequisite Required: Admission to Teacher Education

EDUC 423 (3 cr hrs)**Methods and Curriculum Design in the English as a Second Language Classroom**

The course is designed to identify and explain linguistic, psycholinguistic and pedagogical theories about the teaching of listening, speaking, reading and writing skills in English as a second language (ESL). The course will focus on cultivating an awareness of English-language learners' cognitive, affective, and linguistic needs when selecting ESL methods and strategies for teaching. Application of the knowledge of language acquisition and language skill development to provide instruction that promotes acquisition of communicative language skills and literacy will be developed and practiced. Students will develop lesson plans that demonstrate appropriate use of language proficiency standards (ELPS), ESL pedagogy, and materials

Prerequisite Required: Admission to Teacher Education, EDUC 418

Corequisite Required: EDUC 414, EDUC 418

EDUC 424 (3 cr hrs)**Coordinating Techniques**

This course addresses the foundations and scope of current and projected career and technical cooperative education programs and general studies work experience. Emphasis is placed on coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education.

Prerequisite Required: Admission to Teacher Education

EDUC 425 (3 cr hrs)**Middle Level Teaching Methods**

This course is designed to provide students with a background in the curriculum, history, and philosophy of the middle level grades. It will also investigate the organizational structure, team planning and collaboration techniques, and teacher-student advising situations that are unique to the middle level.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisite Required: EDUC 304

EDUC 426 (3 cr hrs)**Seminar in Educational Studies**

Through this course, students are provided the opportunity to integrate their understanding of educational concepts, processes, and instructional strategies learned throughout the program. Students are required to complete a project that demonstrates their ability to apply this knowledge to their chosen career. This course serves as the capstone experience for students pursuing the Educational Studies degree.

Prerequisite Required: Admission to Teacher Education

EDUC 428 (3 cr hrs)**Organization and Administration of Early Childhood Education**

This course covers the policies, procedures, and responsibilities for the administration and organization of early childhood education programs. Key topics include program goal setting, facilities utilization, budget and finances, record keeping, curriculum implementation, staff relationships and training, parent and community involvement, federal, state and local agencies and licensing, and relevant national trends and their effect on early childhood programs. Early Childhood Professional Ethics and Standards will be infused throughout the course.

Prerequisite Required: Admission to Teacher Education

EDUC 430 (3 cr hrs)**Differentiated and Integrated Curriculum for the Elementary and Middle Level Environment**

This course investigates strategies of differentiation and prepares candidates to develop meaningful tools for integrating standards-based lessons that meet the needs of all learners. Multiple modes of instruction will be explored to support diverse classrooms. Emphasis will be placed on creating instruction that utilizes multiple intelligences, learner preferences, and student readiness levels in order to differentiate the content, process, and product in a student-centered learning environment.

Prerequisites Required: Admission to Teacher Education, EDUC 325 or EDUC 337

EDUC 434 (3 cr hrs)**Content Literacy Across the Curriculum**

This course is designed to complement the quest for learning at the level presented at Peru State College by preparing teacher candidates to be exemplary professional leaders in the field of education relative to effectively teaching content literacy related to reading, writing, speaking, listening, viewing and technology in their respective content areas. Collaborative, as well as personal reflection for the purpose of independent critical thought, will be implemented and utilized on multiple theories and best practices in the teaching of content literacy in all content areas to a diverse student population. An emphasis on instructional strategies related to trait-based reading, informational text, process and technical writing, speaking, listening, viewing, and technology as they apply to standards and assessments for improving students' content literacy, will be collaboratively and personally explored, analyzed, and evaluated for the purposes of effective implementation in lesson design. The focus will also include both assessment of learning and assessment for learning, in terms of each of these areas of content literacy.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 438 (3 cr hrs)**Professional Collaboration with Parents and Families**

This course is designed to explore and develop skills needed for effective collaborative programs and practices to address diversity and social issues of special and at-risk populations. Course activities will build students' skills in developing, implementing, and evaluating collaborative programs across educational, family, and community contexts. Emphasis will be placed upon learning theories and techniques of establishing effective communication, conferencing skills, and collaborating with parents to foster a supportive educational environment for all students. Students will explore the changing nature and definition of the American family, and how culture influences the relationships of teachers, students, and parents, which can impact the overall educational experience for students.

Prerequisite Required:

Admission to Teacher Education

ENGLISH

ENG 100 (3 cr hrs)

Elements of Composition

English 100 is designed to help students who need additional assistance with composition (as determined by either an individual student's decision, by ACT score, or by the Computer Placement Test) to acquire the writing skills necessary for freshman college work. Students enrolled in Elements of Composition will write essays; in addition, this class places special emphasis on organization, grammar, sentence structure and those other elements that constitute effective prose. This course earns students institutional credit but does not fulfill General Studies requirements.

ENG 101 (3 cr hrs)

English Composition

This course is a study of the principles of clear and effective expression as applied to the sentence, paragraph, and the whole composition. It includes a review of grammar, mechanics, and correct usages, as well as training in organization and the writing of short and long papers. This course, except for some exceptions is required for all freshmen. Each semester the department will offer at least one (1) special focus course but no more than two (2) (Note: Students who rank at the 85th percentile or higher on the English portion of the ACT may be excused from English 101.)

General Studies Outcome: Collegiate Skills - Effective Communication

ENG 201 (3 cr hrs)

Advanced English Composition

This course provides advanced training in writing a variety of types of papers with emphasis placed on writing that requires the student to think critically, support generalizations, and appropriately acknowledge sources of information.

Prerequisite Required: ENG 101 or ACT/SAT

General Studies Outcome: Collegiate Skills - Effective Communication

ENG 202 (3 cr hrs)

Appreciation of Literature

This course meets a General Education requirement designed to increase the student's appreciation of literature with an emphasis on modern literary forms.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 203 (3 cr hrs)

Literature for Children through Adolescence

This course provides a survey of literature for children through adolescence with an emphasis on applying the principles of valuation to selected books from both traditional and modern picture books, poems, and stories.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 222 (3 cr hrs)

World Literature to 1500

This course serves as an introduction to classical and medieval traditions in Western literature.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 225 (3 cr hrs)

Short Story

The major emphasis of this course is on studying the development of the short story in American literature.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 301 (3 cr hrs)

Traditional Grammar

The emphasis of this course is on an in-depth analysis of sentence structure.

ENG 302 (3 cr hrs)

Literary Theory

This course is designed to introduce students to the language practices that inform English Studies. In this course students will study several influential schools of literary criticism, learning how they build off of each other and to theories in disciplines such as philosophy, history, and sociology. Students will practice applying the various critical theories to primary texts, both in class discussion and essays. The course will teach student to (1) identify characteristics of genres, (2) recognize and understand critical and literary terms, (3) develop methods and strategies for analyzing and interpreting texts, and (4) demonstrate a command of these methods and strategies in written work.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 305 (3 cr hrs)**Practicum in Composition**

This course is an investigation of current practices, research, issues, and theories about teaching composition to see how they apply to classroom teaching.

ENG 306 (3 cr hrs)**Nebraska Literature**

This course provides an introduction to the works of Nebraska writers and literature about Nebraska.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 307 (3 cr hrs)**Seminar in the Novel**

This course is a study of long-form fiction as it mirrors the cultural concerns of its historical context. The course may focus on specific periods or national traditions, or may engage cross-culturally, or be specifically topic focused.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 309 (3 cr hrs)**Creative Writing**

This course allows for experimentation with writing poetry, short fiction, and creative nonfiction in a writing workshop setting.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 310 (3 cr hrs)**Technical Communication**

This course is designed for those students who someday wish to publish works of non-fiction, or who will be required to write technical manuals at work. It also focuses on communication within the job force. Making use of a variety of technologies, from Wikis to Google Documents, from Twitter to a variety of tools Microsoft Word provides, students will learn how to write effective e-mails, and project proposals that are often required in many different professions. Students will also learn how to tackle a large project.

General Studies Outcome: Technology & Its Application

ENG 311 (3 cr hrs)**Creative Non-Fiction**

Creative Non-Fiction provides students the opportunity to write an array of personal essays from a variety of perspectives, from early childhood memories to adult reactions to a work of art. English 311 emphasizes effective written communication and the imaginative use of a wide variety of rhetorical tools.

ENG 313 (3 cr hrs)**Intro to Poetry Writing**

This course focuses on the reading and writing of poetic texts. The primary emphasis of the course is on poetic craft and structure. As such, students will read a significant amount of poetry in the course and also regularly "workshop" each other's work, giving constructive criticism and suggestions for improvement. By the end of the semester, students will become familiarized with the language of literary craft and will produce a fair amount of work in the genre of poetry.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 320 (3 cr hrs)**Science Fiction Literature and Film**

This course offers a critical perspective on both recent developments in science fiction literature and on science fiction film, with an emphasis on the history of American Science Fiction. The focus of the literature can change and can include such topics as Apocalyptic stories and New Space Opera.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 322 (3 cr hrs)**British Literature I - Early British Literature to 1780**

This course includes an historical survey of British Literature from Old and Middle English literature to the end of the eighteenth-century. Special attention will be paid to important literature of the Middle Ages, the English Renaissance, the Restoration, and the Eighteenth-Century. It examines the formation of the British nation and identity as well as tracing the evolution of the tradition(s) of a British national literature.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 323 (3 cr hrs)**British Literature II – 1780 to Present**

This course includes an historical survey of British Literature from the Romantic era to contemporary writers. Special attention will be paid to important literature of Romanticism, Victorianism, Literary Modernism, and Contemporary Literature. It examines the continuing evolution of the British nation and the (sometimes uneasy) re-shaping of national identity in the face of imperial expansion and the post-colonial era.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 326 (3 cr hrs)**American Literature I**

This course will explore a range of authors and works of American Literature from the pre-colonial period to 1865. Special attention will be paid to important literature of Contact, Colonial, Early Republic, and the Antebellum Period through the Civil War. It examines mainstream American writers alongside those who represent more marginalized perspectives, exploring shifting ideas of cultural and national identity.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 327 (3 cr hrs)**American Literature II**

This course will explore a range of authors and works of American Literature 1865 to the present. Special attention will be given to important works of Modernism and Postmodernism, as well as those that reflect shifting racial and gender relations, global conflict, the counterculture, and increasing technological advancement.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 330 (3 cr hrs)**Modern Poetry and Drama**

This course will focus on major American and British poets and dramatists of the 20th and 21st centuries. This course will provide the student the opportunity to follow the growth of modern poetic and dramatic techniques in the western world and to make the student aware of his or her recent heritage of dramatic and poetic literature.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 335 (3 cr hrs)**Non-Western Literature**

The course introduces readers to what will be for many a rather new world of literature, to material you might not otherwise have either occasion to encounter or the inclination to read. The course requires that students analyze, from a socio-cultural perspective, issues of global significance on which the literature concentrates. The examinations, class discussion, and essays likewise invite students to evaluate and synthesize relevant interdisciplinary research to develop supported conclusions and describe their implications with respect to the issues raised in the readings from Libya to New Zealand, from the conflict between tradition and modernity as it relates to cultural values, to the political turmoil of post-colonial society.

General Studies Outcome: Community, Regional & Global Studies

ENG 357 (3 cr hrs)**Interpretive Reading**

This course is designed to emphasize oral reading of worthwhile literature in group settings. It includes the close, critical analysis of practice selections as well as the study and practice of basic delivery techniques. This course is dual listed with SPCH 357.

ENG 360 (3 cr hrs)**Comics as Literature**

This course studies the increasingly popular medium of comics with a concentration on works such as Maus, Watchman, Barefoot Gen, and Scott McCloud's Understanding Comics. The course investigates the complexity and rich variety of long-form comics, often referred to as Graphic Novels. With titles such as Footnote in Gaza (Joe Sacco), Pyongyang, A Journey in North Korea (Guy Delise), and The Pushman (Yoshihiro Tatsumi). Comics as Literature also offers an international perspective.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 362 (3 cr hrs)**Women Writers**

This course highlights the evolution of female writers during the nineteenth and twentieth centuries focusing on the similarities and differences between the authors, as well as examining the social norms that prevailed as the texts were written, the particular challenges facing female writers, and the writer's views regarding gender roles, sexuality, and the inherent limitations for women in a patriarchal society. Women Writers will engender an appreciation for the contributions of female writers to the acceptance, advancement and empowerment of women as writers as well as womankind past and present.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 375 (3 cr hrs)**Film Study**

This course provides an introduction to film studies, with emphasis on critical analysis, historical development, cultural significance, and cinematic technique.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 401 (3 cr hrs)**Young Adult Literature**

This on-line, summer class focuses on Young Adult Literature and can be taken for graduate credit. The course offers an analysis of adolescent experience from a variety of potential genres and perspectives, including Dystopian Fiction.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 418 (3 cr hrs)**Shakespeare**

This course provides a study of representative plays and sonnets.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

ENG 440 (3 cr hrs)**History of the English Language**

This course is a study of the growth of modern English through examination of changes in the sounds, forms, and syntax that have occurred in the language and through an examination of the development of vocabulary.

ENG 450 (3 cr hrs)**English Seminar**

English 450 is a research-directed seminar which focuses on various issues, authors, and topics in literature (Women's Literature, Literary Theory, Major Authors) currently being discussed and debated nationally or internationally. The capstone class for Language Art and English Majors.

GEOGRAPHY

GEOG 101 (3 cr hrs)

Principles of Physical Geography

This course is the introductory study of the relationship of man and environment, with an emphasis placed upon climate regions of the world.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

GEOG 103 (3 cr hrs)

Human Geography

Human Geography is the study of the human elements of the environment with emphasis on the origins of culture, population trends, world cultures, economies of man, and urban and political systems.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

GEOLOGY

GEOL 201 (4 cr hrs)

Physical Geology

This course is an introduction to the theories of the earth's origin and the study of the earth's structure and materials with a special emphasis on rocks, minerals, landforms, oceanography and environmental studies. Both lecture and laboratory are required for this course.

HEATH, PHYSICAL EDUCATION & RECREATION

HPER 101 (2 cr hrs)

Wellness

This course is designed to acquaint students with the philosophy, knowledge, and techniques necessary to write a personalized life-time fitness and wellness program. The course will include both theory and practical application in the study of physical fitness and wellness.

HPER 103 (1 cr hrs)

Yoga

This course is designed to introduce yoga as an enjoyable routine of movement and breathing exercises designed to bring you strength, flexibility, energy, and stress relief. The focus of this class will be basic poses, proper form and sequencing of poses, and the health benefits of yoga practices.

HPER 104 (1 cr hrs)

Golf and Tennis-Maintenance

This course is designed to interest the student in golf and tennis. Emphasis will be placed on fundamental techniques of the game, rules of the game, and etiquette.

HPER 106 (1 cr hrs)

Racquet Sports-Maintenance

This course is designed to introduce students to a variety of racquet sports. Emphasis will be placed on fundamental skills, rules, and techniques of play.

HPER 112 (1 cr hrs)

Beginning Swimming-Developmental

This course is designed to introduce the student to the basic fundamentals of swimming. Emphasis will be placed on development of basic strokes and rhythmic breathing.

HPER 116 (1 cr hrs)

Volleyball and Basketball-Maintenance

This course is designed to introduce the student to the basic fundamentals of volleyball and basketball. Emphasis will be placed on strategies of the games.

HPER 117 (1 cr hrs)

Strength Training-Developmental

This course is designed to introduce students to a variety of philosophies and strength development techniques. Programs will be developed to meet individual needs.

HPER 119 (1 cr hrs)

Restricted Activities-Developmental

This course is designed to meet the needs of students who are unable, because of medical reasons, to take general physical education activity courses. The class is conducted on an individual basis in order to meet the personal fitness needs of the student.

HPER 121 (1 cr hrs)

Aerobic Dance-Developmental

This course is designed to introduce the student to a variety of aerobic conditioning activities and techniques. Emphasis is on modes of training, aerobic capacity, fitness development and program design to meet individual needs and demands.

HPER 122 (1 cr hrs)

Walking, Jogging and Conditioning-Developmental

This course is designed to introduce the student to aerobic conditioning. Emphasis is on modes of training, aerobic capacity, fitness development and program design to meet individual needs and abilities.

HPER 123 (1 cr hrs)

Aquatic Fitness-Developmental

This course is designed to introduce the student to a variety of aquatic fitness activities and techniques. Emphasis is on aerobic capacity, fitness development and program design to meet individual needs and abilities.

HPER 131 (1 cr hrs)**Social Dance I**

This course is designed to introduce students to dance as a recreational and physical education activity. Dance elements and social responsibilities associated with dancing will be discussed. Various social, folk, and square dance patterns will be introduced.

HPER 190 (1 cr hrs)**Varsity Sports and Junior Varsity Sports**

Requires successful participation in a varsity sport or junior varsity sport. (A maximum of four (4) hours may be applied to the degree requirements.)

HPER 199 (2 cr hrs)**First Year Seminar in Kinesiology**

This course introduces the discipline of Kinesiology to beginning undergraduate students with an emphasis on Exercise Physiology, Neuromechanics, and Mechanical Kinesiology.

HPER 201 (3 cr hrs)**Foundations of Health and Physical Education**

This course is designed to provide the students an enhanced knowledge of the field of physical education and health education; including it growth and development, merging trends, critical factors of physical education and health education, and the practical application of this critical discipline.

HPER 204 (3 cr hrs)**Coaching Athletics: Theory & Practice**

This course designed for teacher candidates pursuing an athletic coaching endorsement, examines the theory, philosophy, organization, methodology, strategy, and practical application of coaching sports. In addition to coaching theory, candidates will select a minimum of one sport to study in-depth and for which to develop a program plan.

HPER 210 (2 cr hrs)**Essentials of Personal Training**

This course helps prepare students to practice as a professional Personal Fitness Trainer by providing an introduction to anatomy, biomechanics, exercise physiology, fitness testing and health assessment, nutrition, exercise prescription, equipment usage, special populations, legal and safety issues. The course will further examine the acute and chronic effects of exercise and the interrelationship between nutrition and personal training programs. Upon successful completion of the course, students will be better prepared for certifying exams that facilitate professional employment.

HPER 215 (2 cr hrs)**First Aid, CPR, AED**

The purpose of this course is to provide the citizen responder with the knowledge and skills necessary in an emergency to help sustain life and minimize pain and the consequences of injury or sudden illness until medical help arrives. The course content and activities will prepare participants to recognize emergencies and make appropriate decisions for first aid care. This course teaches the first aid skills the citizen responder will need in order to act as the first link in the EMS system. This course also emphasizes prevention of injuries and illness, with a focus on personal safety and health.

HPER 219 (1 cr hrs)**Techniques of the Olympic Lifts**

Techniques of the Olympic Lifts (Power Clean & Snatch) provides undergraduate students with an introduction to the philosophy of ground-based, multi-joint, multi-muscle movements designed to produce athletic power (force x distance/time) that can easily be transferred into athletic competition. Emphasis will be place on mastery of technique and the ability to instruct others.

HPER 220 (2 cr hrs)**Teaching of Sports Skills and Movement Skills**

This course is a study of the strategies and techniques involved in teaching selected physical education activities for individual, dual, and team sports. It includes demonstrated competencies in specified motor skills, ability to communicate proper instruction, and proficiency in writing appropriate daily lessons plans.

Prerequisite Required: HPER 201 with a grade of C or better

HPER 222 (3 cr hrs)**Structural Kinesiology**

This course will provide the student with an understanding of the anatomical and mechanical fundamentals of human motion. The student will learn a systematic approach to the analysis of human motion and will be able to apply anatomical and mechanical analysis to the learning and improvement of a broad spectrum of movement activities.

HPER 262 (3 cr hrs)**Nutrition and Health**

This course will investigate the physiological, psychological and economic effects of nutrition on humans. Macro and micro nutrients, nutrition through the life span, the role of nutrition on health, food safety, and effects on physical activity will be examined. In addition, evaluation of current nutritional issues, controversies, and consumer decisions will be analyzed.

HPER 290 (3 cr hrs)**Research Opportunities in Kinesiology**

The purpose of this course is to provide students with a cross-curricular understanding of kinesiology, statistics, and appropriate statistical computer-based applications (i.e. Excel) in preparation of upper-level undergraduate coursework. This will be accomplished through exposure to experimental research methods and intermediate statistical procedures commonly found in kinesiological research. Additionally, students will be introduced to current trends and research topics couple with laboratory techniques in the areas of Exercise Physiology, Neuromechanics, and Mechanical Kinesiology.

Prerequisites Required: CMIS 101 and STAT 210

HPER 309 (3 cr hrs)**Curriculum and Educational Leadership in Health and Physical Education**

This course is designed for Health and Physical Education teacher candidates. Both health education curriculum and physical education curriculum for grades K-12 will be examined in depth and applied to current requirements for schools. Students will develop curricula aligned with State and National Standards in each area and integrate health and physical education with the larger curriculum and mission of the school. General principles of administrative techniques, leadership strategies, and organizational responsibilities in Physical Education, Health Education, and associated programs in grades K-12 will also be examined.

HPER 310 (3 cr hrs)**Psychology of Sports and Physical Activities**

This course examines the place of psychology in physical education and sports. It includes personality, attention and arousal, anxiety and intervention, theories of motivation, and social psychology of sports aggression, audience effects, team cohesion, and leadership in sports.

HPER 313 (3 cr hrs)**Physical Education and Health for Elem/Middle Grades**

This course focuses on the curriculum, instruction and assessment of health and physical education for elementary education. It includes theory, observation, and demonstration in the gym and classroom, emphasizing the role of the teacher in student learning and development.

HPER 315 (3 cr hrs)**PK-12 Physical Education Teaching Methods**

This course provides Health and Physical Education teacher candidates with opportunities to study, discuss, organize, and practice instructional methods for PK-12 Physical Education.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: HPER 317, EDUC 312

HPER 317 (3 cr hrs)**PK-12 Health Education Teaching Methods**

This course provides Health and Physical Education teacher candidates with opportunities to study, discuss, organize, and practice instructional methods for PK-12 Health Education.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisites Required: HPER 315, EDUC 312

HPER 322 (3 cr hrs)**Community Health: Program Planning and Implementation**

This course is designed to provide students with an understanding of the factors influencing the health of communities. Students will learn how to assess the needs and assets of a community, and based on this, students will design theoretically-informed and evidence based community health programs that are specific, tailored, and culturally appropriate.

HPER 325 (3 cr hrs)**Prevention and Care of Sports Injuries**

This course examines the nature and cause of injuries related to the physical activities of children and athletes.

HPER 331 (3 cr hrs)**Social Dance II - World Dance**

This course is designed to provide each student with an opportunity to dance for social purposes, physical exercise, skill, and creative expression. It will allow students to improve their dancing skills and competencies both in social dance settings and, in some cases, dance sport competitions. The student will investigate dance as a multicultural phenomenon embedded in the human experience.

HPER 360 (3 cr hrs)**Physiology of Exercise**

This course will provide students with a working understanding of how exercise affects the different systems of the body.

HPER 382 (3 cr hrs)**Sound Mind Sound Body (Mens Sana in Corpore Sano)**

This course provides students with a working understanding of seven domains of wellness: physical, emotional, social, intellectual, spiritual, environmental, and occupational. Given the broad spectrum of topics, the course offers a multidisciplinary look at the individual as well as the individual's role as a healthy and productive member of society.

HPER 383 (3 cr hrs)**Principles of Community Engagement in Public Health**

The objective of this course is to utilize Community-Based Participatory Research (CBPR), Civic Engagement (CE), and Service Learning (SL) in order to increase community capacity as well as the confidence of rural people to address their challenges and opportunities in public health. The format will include online lectures, case studies, interaction discussion boards, and face/time. In addition, select students will have the opportunity to engage in community-based SL and CBPR addressing a community public health priority. The course also seeks to facilitate learning in order that students may learn how to become effective leaders, advocates, and change agents for their rural communities to achieve paths to their desired futures.

Prerequisite Required: Juniors and Seniors Only

General Studies Outcome: Community, Regional & Global Studies

HPER 415 (3 cr hrs)**Motor Learning**

This course will provide an introduction to the field of motor learning. The focus of the course is on skill acquisition with primary consideration given to the learning process, the cognitive and motor processes underlying the learning of skills, and factors that influence skill learning.

HPER 416 (3 cr hrs)**Skills and Content Assessments in Physical Education and Health**

The purpose of this course is to provide an understanding of essential statistical techniques relevant to assessment in the K-12 Physical Education and Health classroom setting. Student will also examine and use of various fitness and content-based testing protocols common to the fields of Physical Education and Health. In addition, a practicum will be required as part of this class. In this Practicum students will be placed in various local schools at which they will proctor various fitness and/or content-based protocols as well as analyze data from the results of these assessments.

Prerequisite Required: Admission to Teacher Education

HPER 417 (3 cr hrs)**Adapted Physical Education**

This course provides a study of philosophy, procedures, and practices in adapted physical education.

Prerequisites Required: HPER 222, PSYC 250

HPER 418 (3 cr hrs)**National Activity Certifications**

This class will provide student with the opportunity to become certified instructors with the following certifications: Red Cross CPR and First Aid Instructors (CPRFAI), National Archery in the Schools Program Instructor (NASPI), and National Fishing in the Schools Program Instructor (NFSP). The class is open to all students.

Prerequisite Required: HPER 215

HPER 419 (3 cr hrs)**Neuromechanics of Human Movement**

The Neuromechanics of Human Movement focuses on how the human nervous and musculoskeletal systems interact to produce coordinated locomotion. Specifically, the course seeks to understand the role of corticospinal plasticity in relation to skill training and strength development.

HPER 420 (3 cr hrs)**Mechanical Kinesiology**

This course is designed to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical, neurological, and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. At the completion of this course it is desired that each student be able to: 1) describe motion with precise, well-defined mechanical and anatomical terminology; 2) understand and quantify linear and angular characteristics of motion; 3) understand the quantitative relationships between angular and linear motion characteristics of a rotating body; 4) understand and quantify the cause and effect relationship between force and linear and angular motion; 5) understand the mechanics of connective tissue and injury; and 6) understand the kinetic and kinematic assessment of gait analysis.

Prerequisites Required: HPER 222, HPER 360

HPER 428 (3 cr hrs)**Health and Society**

This course, designed for the health and physical education teacher candidate, will investigate current issues of health and society both domestic and global in scope, and how these events impact students in our Nation's schools. Environmental impact on health, medical advances, technology, public policy, and substance abuse education will also be examined.

HPER 433 (3 cr hrs)**Applied Exercise Science**

This course is designed to further the understanding of exercise physiology, structural kinesiology, biomechanics and motor behavior. The classroom, laboratory, and clinical experiences of this course are intended to provide the student with an opportunity to discuss, observe and become aware of the acute and chronic responses of the human body to physical activity. Instruction is directed toward understanding the research methods used to evaluate and assess the biology of human movement as it pertains to exercise science. Students will be required to complete a service-learning project in order to adequately demonstrate a full understanding of subject matter.

Prerequisites Required: HPER 360, HPER 415, HPER 420 (or Corequisite)

HISTORY

HIST 113 (3 cr hrs)

American History Before 1865

This course provides a study of America from the European exploration of the New World to the end of the Civil War.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 114 (3 cr hrs)

American History After 1865

This course provides a study of the United States from Reconstruction to the present.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 201 (3 cr hrs)

World Civilization Before 1500

This course is a survey of the beginnings of civilizations in the great river valleys and their diffusion to later civilizations in the Middle East and Europe. Particular attention will be given to the cultural and political institutions of the West that furnish our own cultural heritage.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 202 (3 cr hrs)

World Civilization After 1500

In this course the rise and decline of European predominance will be analyzed with emphasis upon the major social, political, and economic ideologies and institutions that evolved.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 225 (3 cr hrs)

Introduction to Historical Methods

This course is designed to teach history majors how to conduct historical research, develop professional writing skills, and understand the philosophy of history. Each student will develop a research question for the semester. They will then research their topic, its historiography, and write an 8-12 page paper. This course will teach students the necessary skills to be successful in their upper-level history courses and the seminar in history.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 301 (3 cr hrs)

Colonial America

This course is a study of colonial rivalry between the Spanish, French, English, and Dutch in North America; the Revolution; and U.S. History to 1800.

Prerequisite Required: HIST 113

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 302 (3 cr hrs)

Nineteenth Century U.S.

This course is a survey of Nineteenth Century America with a focus on the Jeffersonian, Jacksonian, Civil War, and Reconstruction Eras.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 303 (3 cr hrs)

U.S. in the Twentieth Century

This course is a study of the U.S. in modern times with an emphasis upon the changing social and economic theories of the period and the internal forces that influenced their development.

Prerequisite Required: HIST 114

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 304 (3 cr hrs)

African American History

This course provides a survey of African American life and culture in America from 1619 to the present.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 307 (3 cr hrs)**Women in American History and Politics**

This course is an introductory survey of American women's history from pre-contact to the present with an emphasis on women's roles in the nation's political and civic life.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 308 (3 cr hrs)**Native American History and Culture**

This course is a broad introductory survey of the cultures and historical experiences of North American peoples from pre-contact to the present in ethno-historical perspective. Course content reflects the diverse nature of indigenous experience across a spectrum of culture groups that comprise the Native peoples of North America. Instruction focuses on how the indigenous peoples of North America responded to the ever-shifting societal stresses that accompanied rapid and often violent social, cultural, and environmental transformations of the last four centuries and how they adapted and changed to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, their sovereignty, and their right to self-determination. Cross listed as ANTH 308.

General Studies Outcome: Community, Regional and Global Studies
Methods of Inq & Explanatory Schema - Soc Science

HIST 322 (3 cr hrs)**Introduction to Public History**

This course provides an introduction to the theory and practice of public history. The course will orient the student to a range of fields in which public history is practiced and provide students the opportunity to engage in the practice of public history using traditional disciplinary skill sets as well as a variety of new, broadly applicable digital history platforms

Prerequisite Required: HIST 113/114 or permission of instructor
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 324 (3 cr hrs)**Introduction to Museum and Archival Practice**

This course provides an introduction to museum and archival practices. Students will be introduced to the history of museums and the field of museum studies. Topics covered include museum theory and best practices; development, care, and use of museums, collections; collection organization and preservation; museum education and outreach; museum administration, funding, and exhibition development.

Prerequisite Required: HIST 113/114 or permission of instructor
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 325 (3 cr hrs)**American Political Thought**

This course describes the major fields and periods of American political thought, its major works, and the scholarly interpretations of those works.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 329 (3 cr hrs)**History of Nebraska**

This course is a survey of the political, economic, social, and constitutional development of Nebraska from prehistoric times to the present.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 341 (3 cr hrs)**Modern Europe**

This course offers a comparative historical analysis of the ongoing process of modernization in Europe. The emphasis is on movements and institutions such as Liberalism, Conservatism, Romanticism, Socialism, Imperialism, and Totalitarianism from 1815 to the present. Cross listed as PSCI 341.

Prerequisite Required: HIST 202
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 351 (3 cr hrs)**Modern Africa**

Modern Africa presents the history of sub-Saharan Africa, concentrating on the events of the last three centuries and providing comparisons with European and American history. Cross listed as PSCI 351.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

HIST 367 (3 cr hrs)**Modern East Asia**

Course examines modern East Asian history from 1800 to the present. The major emphasis is on the histories of China and Japan. The history of these countries is deeply intertwined politically and culturally, but each country's fate in the 19th and 20th century was unique to its internal and external circumstances. This course traces the political histories of each country, the issues of their social structures, their intellectual and philosophical thoughts and beliefs, and their internal efforts to modernize themselves. The road to modernity for each state was paved with different goals and challenges, and yet the region continues to have a major impact on the world today.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

HIST 371 (3 cr hrs)**Modern Middle East**

This course examines the recent history of the Middle East region, focusing on the Arab-Israeli conflict, the growth of fundamentalism and terrorism, and the international conflicts in Afghanistan and Iraq. Cross listed as PSCI 371.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

HIST 390 (3 cr hrs)**Modern Germany**

This course surveys the history of the modern German nation-state, including the rise and fall of the Hitler dictatorship and the integration of Germany into a democratic Europe. Topics include the absolutism of the old regime, the Enlightenment and the Napoleonic occupation, the 1848 revolution, unification and rule under Bismarck, imperialism under Wilhelm II, the First World War, the Weimar Republic, the Nazi dictatorship, the Second World War and the Holocaust, the divided Germanys, and the Federal Republic since 1989.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

HIST 411 (3 cr hrs)**U.S. West and Borderlands**

This course is a thematic survey of the history and major debates that have framed Americans changing conceptions of the American West and its borderlands from the colonial period to the present.

Prerequisite Required: HIST 113
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 425 (3 cr hrs)**Seminar in American History**

This is the capstone and senior competency course for History and Social Science majors. In this seminar, students will engage current historiographical debates and produce a substantial piece of original historical research using primary and archival sources. Seminar topics will vary.

Prerequisite Required: Seniors Only
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HIST 426 (3 cr hrs)**American Constitutional Law**

This course is a study of the historical and political context of constitutional doctrine through major decisions. The emphasis is on constitutional growth as it relates to the fundamental structure of American government and the social order. Cross listed as PSCI 426.

Prerequisite Required: PSCI 201
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

HONORS PROGRAM

HP 101 (2 cr hrs)

Honors Orientation

This course introduces students to the college and the Honors Program, emphasizing the skills required for success in college and the Honors Program, interaction with faculty and students in the Honors Program, and participation in activities that promote leadership, high intellectual standards, and social involvement. The course satisfies the graduation requirements of College 101 and is taken in the first semester of an incoming student's first year. This course requirement is waived for transfer students with an Associate's Degree (GPA > 3.5) or who have completed at least one (1) year good in standing in the Honors Program of another college or university at the time of transfer.

HP 301 (3 cr hrs)

Analysis of Evil I

This course provides an overview and understanding of evil. This course includes an exploration of the definition and descriptions of evil as portrayed by religion, pop culture, selected American literature (short story and novel), and cultural anthropology. Additional focus will be given to the lives of serial murderers and law enforcement response to the acts of such people. Additional focus will be given to the topic of both victim and offender profiling.

HP 302 (3 cr hrs)

Analysis of Evil II

This course provides an overview and understanding of ritualistic crime and deviant cult activities, particularly as it applies to small folk groups, isolated societies, small towns, and rural environments. The course includes an exploration of the definition of evil as portrayed by religion, an understanding of various psychological, philosophical, sociological, and behavioral theories of evil, insights into the dynamics of groups that exhibit extreme violence or self-destructive behaviors and the people that lead them. Particular focus will be given to individual and group deviance, psychological dynamics of charismatic cult leaders and their followers, and church, community, civic agency/law enforcement responses to the acts of such people.

HP 304 (3 cr hrs)

Nature's Republic: Topics in U.S. Environmental History

This course will examine how people have interacted with the natural world, how they have shaped the nature around them, and how they have been shaped by it. Readings and discussions will focus on how ideas about nature and our understandings of the natural world has changed over time and how they have affected our relationships with it. The aim of this class is to provide students with the knowledge and the tools to be able to think critically about how history has shaped the present state of the earth and human relationships with it.

HP 305 (3 cr hrs)

Microscopic Monarchs: Disease in History

This course examines the influence of epidemic diseases on the course of human history and explores the importance of disease to medical, scientific, sociological, religious, economic, environmental, political, agricultural, and jurisprudential aspects of societies. Students in the course will therefore develop an interdisciplinary understanding of disease and learn to integrate and synthesize information from widely disparate fields of endeavor into a comprehensive understanding of the topic. The importance of diseases is examined historically and related directly to contemporaneous events in public health in all major regions of the world. Expertise in biology or health-related fields is not required; students from all fields of study are encouraged to enroll.

HP 310 (3 cr hrs)

Democracy Ancient and Modern

The course describes the development of democratic political systems and contemporary debates about democracy. Students will examine the strengths of, and challenges to, democratic government through readings, discussions, debates, and projects on subjects of historical and contemporary interest, including the trial of Socrates, the meaning of the U.S. Constitution, the difficulties of newly-formed democracies in the 21st century, the psychology of voting behavior, war in democracies, and future prospects for the spread of democratic government.

HP 311 (3 cr hrs)

Forensic Psychology

Forensic Psychology is the application of psychology to legal issues. This course will provide a foundational understanding of the intersection of psychology and the law. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Students will learn about the insanity defense, capital murder and the death penalty, competency to stand trial, offender treatment, eye witness and expert testimony and child custody matters. Additional topics to be covered include the psychological underpinnings and motivations for sexual offenses, murder, and repeated criminal behavior.

HP 315 (3 cr hrs)**Global Studies and Development**

The goal of this course is to explore complex global issues from an interdisciplinary perspective. The course examines how change and innovation are continuously transforming human endeavors such as technology, business, politics, laws, culture and arts. We will investigate how innovation and change can provide new solutions to the many challenges humanity faces, yet create novel problems and unintended consequences.

Prerequisite Required: HP 101

General Studies Outcome: Community, Regional & Global Studies

HP 320 (3 cr hrs)**Portrayals of Nature I**

This course examines how and why the natural world is portrayed in multiple areas of human endeavor, including art, literature, science, history, geography, anthropology, philosophy, religion, and economics and business. Specific topics within each discipline may vary among offerings. In each discipline, the examination of portrayals of the natural world includes understanding the motivation and intent, the aesthetics and utility, and the consequence of different portrayals of the natural world. The course is interdisciplinary and team-taught by 4-6 faculty members over the 2-course sequence. Completion of the course sequence satisfies the course-sequence requirement for the Honors Program.

Prerequisite Required: HP 101

General Studies Outcome: Perspectives on Values, Thought and Aesthetics

HP 321 (3 cr hrs)**Portrayals of Nature II**

This course examines how and why the natural world is portrayed in multiple areas of human endeavor, including art, literature, science, history, geography, anthropology, philosophy, religion, and economics and business. Specific topics within each discipline may vary among offerings. In each discipline, the examination of portrayals of the natural world includes understanding the motivation and intent, the aesthetics and utility, and the consequence of different portrayals of the natural world. The course is interdisciplinary and team-taught by 4-6 faculty members over the 2-course sequence. Completion of the course sequence satisfies the course-sequence requirement for the Honors Program.

Prerequisite Required: HP 101

General Studies Outcome: Perspectives on Values, Thought and Aesthetics

HP 330 (3 cr hrs)**Public Education: Universal Right or Wrong?**

On any given school day, approximately one out of six citizens is engaged in American public education as students, educators or support staff members. Universal public education is a uniquely American enterprise with a rich history and, given its status as a perennial lightning rod, a very uncertain future. Questions such as 1) What should the schooling process include or not include? 2) How can the schooling process be improved? and 3) What is the cost-benefit to society of the schooling process? - are questions that will be the focus of readings, discussion and debate in this course. This course will challenge students to think critically and broadly about the process of public education in the United States from past, present and future perspectives. In addition, students will learn about sixteen future trends and the five levers of the schooling process - structure, sample, standards, strategy and self - so as to form and articulate a framework of perception and facts that will enable students to be active participants in public education in the future as educators, parents and/or community members.

Prerequisite Required: HP 101

General Studies Outcome: Community, Regional & Global Studies

HP 333 (3 cr hrs)**Genocides in History**

This course examines the phenomenon of genocide in world history in comparative and historical perspective, with a principal focus on the 19th, 20th, and 21st centuries. Potential topics to be discussed may include ancient, medieval, and early modern cases, the extermination of the indigenous peoples of the Americas and Australia, the Herero-Nama Genocide, the Armenian Genocide, the Holodomor, the Holocaust, Cambodia, Rwanda, Yugoslavia, and Darfur.

JOURNALISM

JOUR 100 (3 cr hrs)

Introduction to Mass Communications

This course presents the nature, function, and responsibilities of communications agencies, including newspapers, radio and television, film, and advertising; the services that the mass media perform for society.

JOUR 232 (3 cr hrs)

Social Media Theory & Practice

This class provides an overview of and introduction to current social media networks, and the theories used to analyze those networks and how they are used. This class also emphasizes media literacy as an integral tool in the critical understanding and analysis of social media networks.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

JOUR 234 (3 cr hrs)

Beginning Journalism

The fundamental principles of gathering and writing news; practice in reporting campus news; and work on the Peru State Times, the college newspaper. This course fulfills General Education requirements for English 201, Advanced Composition.

Prerequisite Required: ENG 101 or ACT/SAT

JOUR 235 (3 cr hrs)

Newspaper Editing

This is an intensive course in journalistic desk work that includes copy preparation, headline writing, page layout; extensive work on the Peru State Times desk. Credit not to exceed a total of six (6) hours.

Prerequisite Required: JOUR 234

JOUR 401 (1 cr hrs)

Journalism Practicum

Practicum students will be involved in the production of the college newspaper and/or college yearbook. Credit not to exceed one (1) credit hour each semester. May be repeated for up to six (6) hours credit.

Prerequisite Required: JOUR 234

MATHEMATICS

MATH 100 (3 cr hrs)

Elementary Algebra

This course is an introduction to the effective algebra and graphing skills which can be used to promote academic success in college (as determined by either an individual student's decision, by ACT score, or by the Computer Placement Test). Units to be covered include real numbers, linear equations, polynomials, rational expressions, exponents and radicals and quadratic equations. Each topic is also applied to word problems. This course earns students institutional credit but does not fulfill General Studies requirements. Math 100 is open to all students who have not successfully completed a higher level mathematics class.

MATH 110 (3 cr hrs)

Elements of Mathematics

This course is designed to give the non-mathematical student the opportunity to use basic operations, succeed in mathematical modeling and understand deductive and inductive reasoning. The general concepts covered will include sets, logic, the number system (natural numbers through the reals), equations, inequalities, problem solving, graphs, functions, and geometry.

ACT Math 17 or greater, SAT 530 or greater or Math 100

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 112 (3 cr hrs)

College Algebra

This course is for students who specifically need algebra in certain pre-professional programs. It covers algebraic principles and processes.

ACT Math 17 or greater, SAT 530 or greater or Math 100

General Studies Outcome: Collegiate Skills – Quantitative Reasoning

MATH 114 (3 cr hrs)

Trigonometry

The course will build from basic knowledge of algebra and geometry toward a solid understanding of the approach to both doing mathematics and applying mathematics, specifically, in making connections between branches of mathematics. Topics include: the unit circle, trigonometric functions (definitions, graphs and inverses), right triangles, oblique triangles, trigonometric identities, trigonometric equations, the trigonometric form of complex numbers, vectors, polar coordinates, polar graphs, and parametric equations.

General Studies Outcome: Collegiate Skills – Quantitative Reasoning

MATH 225 (5 cr hrs)

Calculus with Analytic Geometry I

This course includes the study of analytic geometry, functions, rates of change, limits, continuity, related rates, rules for differentiation, differentiation of trigonometric, logarithmic, and exponential functions, maxima and minima, higher order derivatives, techniques of graphing, applications of the derivative, antiderivatives, the definite integral, the Fundamental Theorem of Calculus, and basic integration theory with applications.

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 226 (5 cr hrs)

Calculus with Analytic Geometry II

This course includes the study of further techniques in integration, infinite limits, improper integrals, in-depth applications of definite integrals, infinite sequences and series, tests for convergence, as well as an introduction to vectors and the geometry of space.

Prerequisite Required: MATH 225

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 230 (3 cr hrs)

Foundations of Mathematical Thought

This course is an introduction to the theoretical aspects of mathematics. Students will explore axiomatic foundations of sets, functions and logic. Various methods and styles of proofs will be discussed. Students will learn to write proofs of various types using proper mathematical style and proper writing style.

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 304 (3 cr hrs)**Modern Geometry**

This course covers the modern approach to geometric concepts with emphasis in both the axiomatic approach to geometry and the use of modern technology to work with geometric concepts. Topics covered will include finite geometries, geometric transformations, synthetic geometry, geometric constructions, and non-Euclidean geometries.

Prerequisite Required: MATH 230

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 306 (3 cr hrs)**Modern Algebra**

This course is a study of the various algebraic systems arising in modern mathematical computations. Emphasis is placed on the axiomatic approach to algebra and the use of modern technology to work with algebraic concepts. Topics covered will include sets, mappings and operations, relations, groups, rings, domains, development of the real number system, and development of the complex number system.

Prerequisite Required: MATH 230

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 327 (3 cr hrs)**Calculus with Analytic Geometry III**

This course includes the study of Parametric equations and polar coordinates, conic sections, an introduction to vector calculus, and the study of multivariable calculus including partial derivatives, optimization, and the double and triple integrals with applications.

Prerequisites Required: MATH 226

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 328 (3 cr hrs)**Differential Equations**

This course will review differentiation and integration. Solutions and methods for solving first and second order ordinary differential equation will be discussed and applied.

Prerequisite Required: MATH 327

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 404 (3 cr hrs)**Mathematical Modeling**

This course covers a variety of mathematical topics ranging from graphs and networks to linear programming. The emphasis of the course is on modeling process used to set up and solve problems in these topic areas. Strengths and limitations of the mathematical modeling technique will be discussed. Analysis and critique of traditional word problems will also be discussed.

Prerequisite Required: MATH 225

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 418 (3 cr hrs)**Linear Algebra**

This course presents systems of linear equations, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors with moderate emphasis on proof. Applications of these concepts are also covered.

Prerequisite Required: MATH 230

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 420 (3 cr hrs)**Advanced Calculus**

This course provides a theoretical foundation for the concepts of elementary calculus. Topics include real number system, topology of the real line, limits, continuity, differentiation, integration, convergence and uniform convergence of infinite series, and improper integrals.

Prerequisites Required: MATH 226, MATH 230

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 430 (3 cr hrs)**Discrete Structures**

A study of some of the mathematical concepts useful to the computer boolean algebra, logic circuits, vectors, matrices, determinants, graphs, directed graphs, finite machines, and automata.

Prerequisites Required: MATH 230

General Studies Outcome: Collegiate Skills - Quantitative Reasoning

MATH 490 (1 cr hrs)**Seminar in Mathematical Research**

This course consists of a review of current research trends in mathematics. Each student will review current literature and select and pursue a topic of individual study. Mathematics faculty will mentor and grade the participants in the course. This course is to be taken during the student's last year of study at Peru State College. This course is the capstone course and senior competency for the Mathematics major.

Prerequisite Required:

Seniors Only

MUSIC

MUSC 100 (0 cr hrs)

Recital Attendance

All students in music are required to register for this course each semester on a credit/no credit basis for the appropriate number of semesters indicated in their selected program. Attendance at a minimum of eighty percent (80%) of all recitals each semester is required.

MUSC 101 (0 - 1 cr hrs)

College Band

College Band is a performance class open to all students who have prior experience playing an instrument and reading music, or with the consent of the instructor. An emphasis is placed on the study and performance of traditional and contemporary concert band literature in a variety of idioms and styles. Concerts are performed on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 102 (0 - 1 cr hrs)

Concert Chorale

Open to all students with the consent of the director. An emphasis on the study and performance of representative choral works of all periods. Three (3) days attendance weekly. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 103 (0 - 1 cr hrs)

Jazz Ensemble

Open to all students by audition and the consent of the instructor. An emphasis is placed on the study and performance of music in all popular idioms. Jazz ensemble performs concerts on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 104 (0 - 1 cr hrs)

Contemporary Ensemble

Open to all students by audition and consent of the instructor. An emphasis is placed upon the study and performance of vocal music in all popular idioms and concerts are performed on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 105 (0 - 1 cr hrs)

Brass Ensemble

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of brass literature in all the chamber music idioms and concerts are performed on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 106 (0 - 1 cr hrs)

Woodwind Ensemble

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of wood wind literature in all the chamber music idioms and concerts are performed on and off the campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 107 (0 cr hrs)

Madrigal Singers

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of vocal literature in all chamber music idioms. Concerts are performed on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 108 (0 - 1 cr hrs)

Percussion Ensemble

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of percussion ensemble literature in a variety of chamber music idioms. Concerts are performed on and off campus. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 110 (0 - 1 cr hrs)**Women's Choir**

Women's Choir is a non-auditioned choir for female students, faculty, and staff. This ensemble highlights the cultural values of women's-only activities, and highlights repertoire written explicitly for female choirs. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 111 (3 cr hrs)**Fundamentals of Music**

Introduction to Musical Studies will acquaint music majors with fundamentals in musicianship that include musical notation, pitch (scales/key signatures), meter & rhythm, chords/harmony (including triads and seventh chords) as well as an increased awareness of musical literature, all in an effort to better one's musical understanding and resulting application of these concepts.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 112 (1 cr hrs)**Class Piano I**

Introduction to piano skills for the performer and educator.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 113 (1 cr hrs)**Beginning Class Guitar**

An introduction to the basic chords, melodies, note reading, tuning, and styles of performance for the beginning guitarist.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 114 (1 cr hrs)**Class Piano II**

Continuation of piano skills for the performer and educator

Prerequisite Required: MUSC 112

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 120 (1 cr hrs)**Applied Music**

This course provides private music instruction for voice, instruments, or piano on the Freshman level. May be repeated for credit.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 211 (3 cr hrs)**Music Appreciation**

This course provides a survey of the various forms and styles of music ranging from folk songs to opera, oratorio, and symphony. Selected works are analyzed and discussed through the use of recordings.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 212 (1 cr hrs)**Class Piano III**

Continuation of piano skills for the performer and educator

Prerequisite Required: MUSC 114

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 213 (3 cr hrs)**Introduction to Jazz History**

Introduction to Jazz History is a general education survey course that will examine the three artistic activities of music, viz., creating, performing, and listening; the course will examine the unique place jazz has in American cultural history and how its creators have been influenced by social and historical forces peculiar to America; and although concerned primarily with the music of jazz, the course will examine the lives of some of the most prominent performers from each jazz period.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 214 (1 cr hrs)**Class Piano IV**

Continuation of piano skills for performer and educator.

Prerequisite Required: MUSC 212

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 215 (3 cr hrs)**History of Rock**

A survey of the early history of rock music including its antecedents in Rhythm and Blues and Country. Particular emphasis will be on the music of the 1960's. The course will consist of two areas of study: a focus on analysis of musical characteristics and evolving styles, and a consideration of the sociopolitical impact rock music had on the second half of the 20th century with particular emphasis on the role Rock as an important voice of the counterculture. Rock's interconnection with other arts such as film and poetry will also be emphasized.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 220 (1 - 2 cr hrs)**Applied Music**

This course provides private music instruction for voice, instruments, or piano on the Sophomore level. May be repeated for credit.

Prerequisite Required: MUSC 120

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 241 (3 cr hrs)**Music Theory I**

This course is an integrated study of the theoretical practices of the 18th and 19th centuries. It includes a review of clefs, scales, key signatures, intervals, triads, and basic rhythmic notation, studies in melodic, rhythmic, and harmonic dictation, and sight-singing.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 242 (3 cr hrs)**Music Theory II**

This course is an integrated study of the theoretical practices of the 18th and 19th centuries. It includes the study of secondary triads, six-four chords, dominant and supertonic sevenths, elementary modulation, studies in melodic, rhythmic and harmonic dictation, and sight-singing.

Prerequisite Required: MUSC 241

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 251 (3 cr hrs)**Elementary Music Methods**

This course is a study of modern teaching techniques for children's music literature.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 310 (3 cr hrs)**World Musics**

World Musics is an introduction to ethnomusicology, integrating the disciplines of anthropology and musicology. Students will learn to experience and understand music in the context of cultural beliefs and societal institutions. Students will gain exposure to, and analyze the musics of Africa, Native America, Asia, the Near East, the Pacific, and Eastern Europe. This course will also provide the student the tools with which to discover the meanings of music in the life of any society.

General Studies Outcome: Community, Regional & Global Studies
Perspectives on Values, Thought, & Aesthetics

MUSC 320 (1 - 2 cr hrs)**Applied Music**

This course provides private music instruction for voice, instruments, or piano on the Junior level. May be repeated for credit.

Prerequisite Required: MUSC 220

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 321 (2 cr hrs)**Choral Techniques**

This course provides a study of vocal materials and vocal conducting as presented in secondary schools.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 322 (2 cr hrs)**Band Techniques**

This course is an introductory study of organizational skills and pedagogical techniques for the concert band, jazz band, elementary band, middle school band, and marching band.

Prerequisite Required: Sophomore Standing

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 340 (1 cr hrs)**Junior Recital**

This course includes selection, preparation, direction and rehearsal of a recital of music for voice, instruments, or piano culminating in a thirty-minute performance. Students must be concurrently enrolled for applied music during the semester they are enrolled for the junior recital.

Prerequisite Required: MUSC 320

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 341 (3 cr hrs)**Music Theory III**

This course is an integrated study of the theoretical practices of the 18th and 19th centuries. It includes a detailed study of the chromatic harmonic practices of the 19th century, a survey of the 20th century theoretical practices, studies in melodic, rhythmic, and harmonic dictation, and sight singing.

Prerequisite Required: MUSC 242

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 342 (3 cr hrs)**Arranging**

This is a course in practical scoring and arranging for band and orchestra and voices.

Prerequisite Required: MUSC 242

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 351 (2 cr hrs)**Brass Methods**

This course is a study of brass instruments and brass pedagogical techniques with actual playing experience.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 352 (2 cr hrs)**Woodwind Methods**

This course is a study of woodwind instruments and woodwind pedagogical techniques with actual playing experience.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 361 (2 cr hrs)**String Methods**

This course is a study of stringed instruments, including the guitar, and stringed pedagogical techniques with actual playing experience.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 362 (2 cr hrs)**Percussion Methods**

This course is a study of percussion instruments and percussion pedagogical techniques with actual playing experience.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 363 (3 cr hrs)**Music Business**

Music Business is an introduction to music as it functions in the business world in the United States, focusing on the music industry and related fields. Basic theories and processes will be stressed, histories and musical trends of particular fields will be explored, various contracts and contract law and the role of the music industry attorney, and an examination of the ways in which music is encountered in our daily lives will be taken into account.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 372 (2 cr hrs)**Vocal Techniques**

Vocal Techniques will aid the development of understanding of the basic concepts and techniques of the physical, technical, and artistic aspects of vocal procedures and production.

Prerequisite Required: Enrollment in Applied Music (Voice)

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 420 (1 - 2 cr hrs)**Applied Music**

This course provides private music instruction for voice, instruments, or piano on the Senior level. May be repeated for credit.

Prerequisite Required: MUSC 320

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 440 (1 cr hrs)**Senior Recital**

This course includes selection, preparation, direction, and rehearsal of a recital of music for voice, instruments, or piano culminating in a sixty-minute performance. Students must be concurrently enrolled for applied music during the semester they are enrolled for the senior recital. This course is the capstone course and senior competency for the music major.

Prerequisite Required: MUSC 320

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 441 (3 cr hrs)**Music History I (Antiquity to 1750)**

This course is a study of the development of music from antiquity through the end of the Baroque period with stylistic analysis of musical examples.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 442 (3 cr hrs)**Music History II (1750 - Present)**

This course is a study of the development of music from the beginning of the Classical period to the present with stylistic analysis of musical examples.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

MUSC 462 (3 cr hrs)**Conducting**

The knowledge of baton techniques, reading and interpreting a musical score, and the presentation of techniques of rehearsing instrumental organizations are stressed in this course.

Prerequisite Required: MUSC 242

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

PHILOSOPHY

PHIL 201 (3 cr hrs)

Introduction to Philosophy

This course is an introduction to the main fields in philosophy, with special attention to theory of knowledge, ethics, political theory, and aesthetics. Major thinkers in the Western tradition will be discussed.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

PHIL 312 (3 cr hrs)

Ethics in Practice

This course focuses on the applications of ethical principles across the whole range of life activities ranging from business to medicine, from education to terrorism, and from animal welfare to research.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

PHYSICS

PHYS 100 (5 cr hrs)

Introductory Physics

This is a condensed comprehensive survey of Newtonian and Modern Physics. Topical focus includes energy, mechanics, heat, electricity, sound, light, atomic structure, and relativity. This class includes required lectures, recitation, and laboratory components.

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

PHYS 201 (5 cr hrs)

General Physics I

The topics of mechanics, sound, and heat are included in this mathematically-based physics course. This class includes required lectures, recitation, and laboratory components.

Prerequisite Required: MATH 114 or equivalent

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

PHYS 202 (5 cr hrs)

General Physics II

The topics of light, electricity, and magnetism are included in this mathematically-based physics class. This class includes required lectures, recitation, and laboratory components.

Prerequisite Required: PHYS 201

General Studies Outcome: Methods of Inq & Explanatory Schema - Nat Science

POLITICAL SCIENCE

PSCI 201 (3 cr hrs)

American National Government

This course is a thorough introduction to the U.S. political system, its institutions and processes. Topics will include the Constitutional founding, federalism, political culture, Congress, the Presidency, judiciary, bureaucracy, public opinion and the media, the electoral process, and civil liberties.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 202 (3 cr hrs)

State and Local Government

This course includes description and analysis of political institutions and behavior in American states with interstate comparisons and comparisons between state and national political systems. Lecture topics include the development and role of American local government, its forms and structures, and the relationship to the federal government.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 301 (3 cr hrs)

Comparative Government

This course includes a comparative analysis of political systems and institutions of several nations; the nations studied may change with each offering. The course emphasis is on political culture, comparative political history, chief executives, legislatures, political parties, interest groups, courts, and policy making with ample comparisons to the U.S.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 307 (3 cr hrs)

Women in American History and Politics

This course is an introductory survey of American women's history from pre-contact to the present with an emphasis on women's roles in the nation's political and civic life.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 312 (3 cr hrs)

Engagement in the Legislative Process

This course is designed to give students the tools they need for engagement in the legislative process at all levels of American government; local, state, and national. Students will work in small collaborative groups to identify a contemporary political issue and analyze it from a socio-cultural perspective. The culminating activity will be to develop innovative strategies to positively impact the proposed legislative policies that address the issue.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

PSCI 316 (3 cr hrs)

Engagement in the Election Process

This course is designed to educate students about and provide opportunities for engagement in the election process at all levels of American government; local, state, and national. Student will individually volunteer in a political candidate's campaign, collectively organize and conduct a candidate forum at Peru State College, and collectively organize and conduct an election night event (non-partisan) at PSC.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

PSCI 325 (3 cr hrs)

American Political Thought

This course describes the major fields and periods of American political thought, its major works, and the scholarly interpretations of those works.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 341 (3 cr hrs)

Modern Europe

This course offers a comparative historical analysis of the ongoing process of modernization in Europe. The emphasis is on movements and institutions such as Liberalism, Conservatism, Romanticism, Socialism, Imperialism, and Totalitarianism from 1815 to the present. Cross listed as HIST 341.

Prerequisite Required: HIST 202

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 351 (3 cr hrs)**Modern Africa**

Modern Africa presents the history of sub-Saharan Africa, concentrating on the events of the last three centuries and providing comparisons with European and American history. Cross listed as HIST 351.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

PSCI 371 (3 cr hrs)**Modern Middle East**

This course examines the recent history of the Middle East region, focusing on the Arab-Israeli conflict, the growth of fundamentalism and terrorism, and the international conflicts in Afghanistan and Iraq. Cross listed as HIST 371.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

PSCI 426 (3 cr hrs)**American Constitutional Law**

A study of the historical and political context of constitutional doctrine through major decisions. The emphasis is on constitutional growth as it relates to the fundamental structure of American government and the social order. Cross listed as HIST 426.

Prerequisite Required: PSCI 201
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSCI 468 (3 cr hrs)**Public Administration**

Students will study a range of topics involved in the administration of public agencies. Topics will include the history of America's public service, the development of intergovernmental relations, bureaucracies, public personnel, budgeting, decision making, evaluation procedures, and regulatory administration. This class will encourage students to investigate the role of public administration in the past and today, as well as to conjecture the possibilities for the future. Cross listed as BUS 468.

Prerequisite Required: PSCI 201
General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYCHOLOGY

PSYC 121 (3 cr hrs)

Introduction to Psychology

This course is a general introduction to contemporary psychology focusing on basic concepts, principles, terminology, trends in psychological research, and the application of this knowledge.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 250 (3 cr hrs)

Human Growth and Development

This course focuses on the physical, cognitive, social and emotional aspects of growth from birth through old age. In addition, factors thought to influence this growth are also examined.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 300 (3 cr hrs)

Contemporary Issues in Psychology

This course acquaints students with contemporary issues in psychology

Prerequisite Required: PSYC 121

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 305 (3 cr hrs)

Social Psychology

This course focuses on the effects of culture, society, social institutions, and social learning on the social attitudes and behavior of individuals within groups.

Prerequisite Required: PSYC 121 or SOC 201

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 320 (3 cr hrs)

Cognitive Psychology

This course provides students with broad coverage of the field of Cognitive Psychology, covering topics such as Cognitive Neuroscience, Attention, Memory Structures, Memory Errors, Imagery, Problem Solving, Reasoning and Decision Making.

Prerequisite Required: PSYC 121

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 330 (3 cr hrs)

Research Methods

This introductory course concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the social and behavioral science.

Prerequisites Required: PSYC121, STAT 210 (or MATH 340 or 240)

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 345 (3 cr hrs)

Psychology of Personality

This course focuses on the process of personality growth and adjustment. Through an examination of elected theoretical systems, different interpretations of this process are presented. Non-Western and multicultural considerations of personality theory are included.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 380 (3 cr hrs)

Adolescent Psychology

This course examines the cognitive and psycho-social aspects of adolescence. It examines age appropriate developmental events, barriers to progress, and development facilitation.

Prerequisite Required: PSYC 121

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 410 (3 cr hrs)

Experimental Psychology

This course assists students in the comprehension and use of experimental methods and literature. Research exercises are provided to illustrate course content.

Prerequisites Required: PSYC 121, PSYC 330

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 420 (3 cr hrs)**Social Influence, Compliance and Obedience**

This is an in-depth examination of selected topics in social influence, the processes, through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Topics will include compliance, conformity, obedience, cultural and gender differences in influence, and motivations and mechanisms of resistances to influence. Students will be introduced to current and classic theory within the social influence domain; including persuasion, compliance gaining, interpersonal influence and social influence through mass mediated contexts. Over the semester students will be exposed to thirty classic works in the disciplines of psychology, communication, business management, sociology, and cultural anthropology relating to the course title.

Prerequisites Required: PSYC 121, PSYC 305

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 431 (3 cr hrs)**Psychological Tests and Measurements**

The course focuses on the issues and problems associated with psychological testing. Topics discussed include reliability, validity, construction, administration, norms, and interpretation as well as a survey of current psychological tests.

Prerequisite Required: PSYC 121

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 440 (3 cr hrs)**Biological Psychology**

This course will introduce you to the methods biological psychologists employ to investigate the biological underpinnings of behavior. It will explore what is currently known about the biological basis of emotional responses, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neurological disorders. Before delving into these topics this course will provide the necessary foundation on basic nervous system anatomy and functioning.

Prerequisite Required: PSYC 121

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 450 (3 cr hrs)**Abnormal Psychology**

Focusing on personality disorders, schizophrenia and bipolar disorder, this course deals extensively with DSM-IV categories of abnormal psychology.

Prerequisites Required: PSYC 121, PSYC 250 and Junior Standing

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

PSYC 495 (3 cr hrs)**Seminar in Psychology**

Students conduct individual research and engage in cooperative learning via group discussion in which each student is expected to demonstrate, both verbally and in writing, mastery of major psychological concepts, concerns and perspectives, and their application in society. This senior level seminar is the capstone experience and senior competency course for psychology students and should be taken in the last year of study.

Prerequisite Required: Seniors Only

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

SOCIOLOGY

SOC 201 (3 cr hrs)

Principles of Sociology

This course is an introductory study of group and social dynamics, cultures, social problems, social institutions, inter-group relationships, and the impact of social policies.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

SOC 255 (3 cr hrs)

Diversity Issues in the United States

This course provides a comprehensive review of majority-minority relations in the United States and begins with an introduction of the sociological framework of the study of minorities, culture, prejudice, discrimination and intergroup relations. Subsequent weeks will be spent learning specifically about the experiences of a wide variety of minority groups, each starting with a socio-historical perspective and ending with a sociological analysis of their contemporary situation.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

SOC 300 (3 cr hrs)

Contemporary Social Problems

This course is an introduction to the causes, treatment, and prevention of selected social problems with particular emphasis on the problems of conflict and inequality.

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

SOC 322 (3 cr hrs)

The World's Religions

This course provides an introduction to the world's major religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. Central to the understanding of each will be knowledge of: location and history of the origins of the faith, especially in relation to world history; the difference between philosophy and religion, and where each fits; basic theological concepts; and social teachings. Dual listed as PHIL 322.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

SOC 340 (3 cr hrs)

The Family

This course provides an examination of the role of the family in contemporary society with an emphasis on the factors influencing the family structure, functions, and roles, and their implications for both the community and individuals at varying stages of the family life cycle.

General Studies Outcome: Methods of Inq & Explanatory Schema - Soc Science

SOC 395 (3 cr hrs)

Community Development

This course explores common issues and opportunities at the community level and a variety of techniques available to promote community development.

Prerequisite Required: Juniors and Seniors Only

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

SOC 396 (3 cr hrs)

International Field Experience: Community Development

This is a specialized international field experience focused on understanding community development principles and practices in a specific country or countries. The impact of culture; political, economic, and education systems; and historical context will be considered. Students will participate in a variety of daily activities, including community service projects, tours, lectures, and guided discussion sessions designed to promote understanding of the topics. Included is the presentation of strategies to develop the appropriate level of preparation to meet challenges of working and traveling in an international/intercultural setting.

Prerequisite Required: Sophomore Standing

General Studies Outcome: Community, Regional & Global Studies
Methods of Inq & Explanatory Schema - Soc Science

SPANISH

SPAN 100 (3 cr hrs)

Conversational Spanish

This introductory course offers students both an understanding of Spanish grammar and sentence structure and of speaking the language in multiple contexts, from talking with friends to getting around town.

SPAN 101 (5 cr hrs)

Elementary Spanish I

This is an introductory course in Spanish dealing with grammar, reading, writing, and conversing. Elementary Spanish I will give students additional insight into the cultures of native Spanish speakers.

SPAN 102 (5 cr hrs)

Elementary Spanish II

Elementary Spanish II emphasizes an increased proficiency in conversational situations, grammar, reading, and writing.

Elementary Spanish II will give an increased and more in depth insight into native Spanish cultures.

Prerequisite Required: SPAN 101

SPECIAL EDUCATION

SPED 200 (3 cr hrs)

Introduction to Special Education

This course is designed to provide a historical, political, and sociological survey of the areas of exceptionality in the field of special education. The course will identify significant changes which have occurred in the education of exceptional populations and provide an introductory experience concerning the various disability groupings.

Prerequisite Required: EDUC 209 **or**

Corequisite Required: EDUC 209

SPED 300 (3 cr hrs)

Assessment in Special Education

Tests commonly used for children with suspected disabilities are administered and interpreted in this course. Emphasis is on the use of formal and informal assessment procedures to diagnose strengths and weaknesses of students which may affect academic performance.

Prerequisites Required: EDUC 317, SPED 200

SPED 307 (2 cr hrs)

Special Education Practicum

The purpose of the course is to provide a classroom experience in a Special Education setting.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: SPED 430

SPED 309 (1 cr hrs)

Early Childhood/Special Education Practicum

This course is designed to provide students with an opportunity to observe the specific methods in Preschool through Kindergarten being studied in early childhood/special education methods classes and to begin to practice those methods.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: SPED 405

SPED 353 (3 cr hrs)

Speech Correction and Development

This course identifies the unique educational problems of children with speech deficiencies with an emphasis on identification and remediation.

Prerequisite Required: Admission to Teacher Education

SPED 383 (3 cr hrs)

Education of Students with Autism and Low Incidence Disabilities

This course is designed to prepare teacher candidates with the ability to recognize and build upon the strengths and needs of students with low incidence disabilities. They will also be able to employ various instructional strategies and locate appropriate educational materials for students with low incidence disabilities and autism spectrum disorder.

SPED 385 (3 cr hrs)

Education of Students with Cognitive Disabilities

This course is designed to prepare the teacher candidate with the ability to work with students who have cognitive disabilities, and address their strengths and needs. The course is also designed to help the teacher candidate understand and implement various instructional procedures and locate appropriate educational materials for students with cognitive disabilities.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 393 (3 cr hrs)

The Special Education Process from Referral to Post-Graduation

This course is designed to provide teacher candidates with an understanding of the entire special education process from pre-referral through transition to post-secondary education or the workforce. Particular emphasis will be placed on the rights of students and parents during the transition process.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 405 (3 cr hrs)**Special Education/Early Childhood Characteristics & Methods**

This course is designed to enable the student to master the knowledge of the purposes, unique features, service delivery, and issues in the field of early childhood special education. Basic information about the foundations of early childhood special education programs and sources of current research about this rapidly growing field will be studied. Current best practice instructional methods will be a major focus of this course.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

Corequisite Required: SPED 309

SPED 407 (1 cr hrs)**Special Education Program Coordination Practicum**

This course provides a minimum of 40 hours of field experience in a special education setting, with the focus on developing knowledge and skills related to coordinating special education programs.

Prerequisite Required: Admission to Teacher Education

Corequisite Required: SPED 450

SPED 420 (3 cr hrs)**Differentiating Assessment Practices in an Inclusive Setting**

This course is designed to give teacher candidates the ability to assess students in inclusive settings. Teacher candidates will learn how to adapt teaching methods, the curriculum, and most importantly, assessments of learners with special needs who are taught in an inclusive classroom.

Prerequisites Required: Admission to Teacher Education, EDUC 317, SPED 200

SPED 421 (3 - 12 cr hrs)**Early Childhood/Special Education Student Teaching**

Observation, laboratory, and practical application of learning principles in Preschool through Kindergarten settings. Students teach full-time for four to sixteen weeks.

SPED 430 (3 cr hrs)**Special Education Methods**

This course is designed to develop skills necessary for teaching Special Education students (K-12) with mild/moderate disabling conditions. Emphasis is on developing knowledge, skills and techniques for successful teaching in multi-categorical resource room settings and inclusionary educational programs.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or corequisite)

Corequisite Required: SPED 307

SPED 435 (3 - 12 cr hrs)**Special Education Student Teaching**

Observation, laboratory, and teaching experience in the special education classroom. Students teach full-time for four to sixteen weeks.

SPED 440 (3 cr hrs)**Behavior Management**

The course will focus on the basic principles of behavior management as well as survey practical applications of this approach. Course content will include theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, interventions, positive behavioral support, and monitoring for change.

Prerequisite Required: Admission to Teacher Education

SPED 450 (3 cr hrs)**Coordination of Special Education Programs**

This course is designed to provide the teacher candidate with the skills needed to coordinate a special education program. Topics addressed include: individualized education plans (IEPs), implementing classroom and individual behavior management strategies, conducting classroom assessment of specialized instruction, supervising paraprofessionals, implementing instructional planning and strategies, developing collaborative consultation and home-school partnerships, and learning about stress reduction strategies and time management techniques.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or corequisite)

Corequisite Required: SPED 407

SPED 460 (3 cr hrs)**Transitional Strategies**

This course is designed to provide background knowledge about all transitional phases during a student's education, the legal foundation of transition, and the role the family plays in this process. Transitions during early childhood, middle school, high school, and post-graduation will be covered. Other topics include: assessment, selecting the least restrictive environment, integrating transition into the IEP, work-based learning, job placement and supervision, postsecondary education, living in the community, and resources for transition.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 465 (3 cr hrs)**Education of Students with Emotional/Behavioral Disorders**

This course is designed to investigate the etiology, classification, and treatment for children and adolescents with emotional, social and behavioral impairments. It examines the historical and philosophical contexts, major theoretical perspectives, and instructional alternatives. Current best practice and research related to the topic will be explored.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 470 (3 cr hrs)**Social and Emotional Learning**

This course will focus on the essentials of social and emotional learning in various educational settings. Using social and emotional learning to foster academic learning will be explored in addition to social and emotional curricula, how social and emotional learning can and will affect students, as well as what to do when social and emotional learning in the classroom is not enough.

Prerequisite Required: Admission to Teacher Education

Corequisites Required: SPED 440, SPED 465

SPED 475 (3 cr hrs)**Behavior Intervention & Practicum**

This course will focus on the basic principles of behavior management and provide a hands-on opportunity for their application in a specialized education setting by teacher candidates. Course content will include reflection opportunities for analysis regarding behavior observations and positive behavior support implementation. Content will also include opportunities for implementation of a behavior change project including data collection in the form of a simple functional behavioral assessment, behavior intervention design and implementation, collection and analysis of intervention results, as well as reflection on the intervention process as a whole. Last, content will include the teaching of specific behavior lessons involving social skills, self-advocacy, and behavior intervention strategies.

Prerequisites Required: Admission to Teacher Education, SPED 440, SPED 465, SPED 470

SPEECH

SPCH 152 (3 cr hrs)

Fundamentals of Speech

This course is a study of the principles of speech with an emphasis on the development of oral skills. Class emphasizes methods of organization and delivery for addressing various audiences.

General Studies Outcome: Collegiate Skills - Effective Communication

SPCH 300 (3 cr hrs)

Summer Theatre Workshop

This course offers practical training in all aspects of theatre production including acting, set design, lighting, costuming, make-up, improvisation, music, and dancing.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

SPCH 357 (3 cr hrs)

Interpretive Reading

This course is designed to emphasize oral reading of worth-while literature in group settings. It includes the close, critical analysis of practice selections as well as the study and practice of basic delivery techniques. This course is dual listed as ENG 357.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

STATISTICS

STAT 210 (3 cr hrs)

Statistics

A study of the methods of summarizing and interpreting data, elementary probability, and its relation to distributions. The meanings, importance, and application of the normal and binomial distributions and the methods of random sampling, testing of hypotheses, analysis of paired data, and interpretation of standardized test scores are covered. Students work on independent research projects to gain first-hand experience with the issues of the course.

General Studies Outcome: Collegiate Skills – Quantitative Reasoning

STAT 440 (3 cr hrs)

Advanced Statistics

This course covers calculus based probability and statistics with applications. It continues the study of methods of summarizing and interpreting data, with special emphasis on non-normally distributed statistics. Topics will include discrete, continuous, multivariate and sampling distributions; moment generating functions; confidence intervals; and hypothesis testing.

Prerequisites Required: STAT 210 (or MATH 340) MATH 225

STAT 442 (3 cr hrs)

Biometrics

This course is designed to give the biological research student a basic knowledge of statistical techniques. Emphasis in this course is on application rather than statistical theory. Topics will include one and two factor analysis of variation, testing for goodness of fit, and introductions to experimental design and multivariable regression.

Prerequisite Required: STAT 210 (or MATH 340)

THEATRE

THEA 232 (3 cr hrs)

Introduction to Theatre

This course is a hands-on exploration of the elements of theatre arts. We will read and analyze selected works of dramatic literature as well as materials dedicated to acting, directing and design and apply what we learn to projects focused on: directing, acting, scenic design, playwriting, and dramaturgy.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

THEA 250 (3 cr hrs)

Acting

The course is a focused study of a variety of modalities and approaches to acting with an emphasis on the development of skills to create both emotionally and physically believable characters grounded in their given circumstances.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

THEA 355 (0 – 4 cr hrs)

Principles of Play Production

This is a hands-on production course culminating in a fully staged production(s) in the Jindra Black Box or the Performing Arts Center. Participants have the opportunity to explore many aspects of theatre production such as: acting, directing, lighting/sound/costume design, stage management, house management, and dramaturgy. Enrolled students are expected to participate throughout the entire production process. Credit received (0-4 credits) and particular project needs will determine the students' expected time commitment. Course requires a written reflection paper and weekly meetings with the Faculty Director. Principles of Play Production is a way for students to participate in Peru Theatre Company shows and receive credit towards the theatre minor for their time and talents.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

THEA 363 (3 cr hrs)

Directing

This course is designed to provide basic insight into the art of Theatrical Direction including: play selection; obtaining production rights; auditions; casting; blocking; the rehearsal process; and basic theatrical design. This course helps prepare students to work as a Theatrical Director in either an educational or community theatre environment.

General Studies Outcome: Perspectives on Values, Thought, & Aesthetics

TEACHING EXCELLENCE AWARD

This annual award was established to recognize a faculty member who has demonstrated outstanding teaching abilities, provided enhanced learning opportunities for students, and is actively involved in and supportive of student engagement activities. Faculty members are nominated by their peers; nominations are reviewed by the Faculty Senate and a recommendation is forwarded to the Vice President for Academic Affairs. Upon approval by the President, the Teacher Excellence Award recipient is then nominated for a System-wide Teaching Excellence Award, which was established in memory of board member George Rebensdorf.

<u>Name</u>	<u>Award Year and Award</u>	<u>Title</u>
Carol Pappas	1992 – <i>System and Campus Award</i>	Assistant Professor of Natural Science
Thomas Ediger	1994 - <i>Campus Award</i>	Professor of Music
Larry Pappas	1995 <i>Campus Award</i>	Professor of Biology
Dan Cox	1996 – <i>System and Campus Award</i>	Associate Professor of Psychology
Joel Lundak	1997 - <i>Campus Award</i>	Associate Professor of Psychology
Bill Clemente	1998 - <i>Campus Award</i>	Associate Professor of English
Thomas Ediger	1999 - <i>Campus Award</i>	Professor of Music
Dan Holtz	2000 - <i>System and Campus Award</i>	Professor of English
William Snyder	2001 - <i>Campus Award</i>	Professor of Business
Sara Crook	2002 - <i>System and Campus Award</i>	Associate Professor of Social Science
Ken Anderson	2003 - <i>Campus Award</i>	Professor of Art
Richard Clopton	2004 - <i>Campus Award</i>	Associate Professor of Biology
Judy Grotrian	2005 - <i>Campus Award</i>	Associate Professor of Business
Bruce Batterson	2006 - <i>Campus Award</i>	Associate Professor of Business
Judith Ruskamp	2007 - <i>Campus Award</i>	Assistant Professor of Education
Jim Nevitt	2008 - <i>Campus Award</i>	Associate Professor of Human Services
Michael Barger	2009 - <i>System and Campus Award</i>	Associate Professor of Biology
Greg Galardi	2010 - <i>System and Campus Award</i>	Associate Professor of Criminal Justice
Christy Hutchison	2011 - <i>System and Campus Award</i>	Associate Professor of Business
Thomas Ediger	2012 <i>Campus Award</i>	Professor of Music
Sheri Grotrian-Ryan	2013 <i>Campus Award</i>	Associate Professor of Business
Kyle Ryan	2014 <i>Campus Award</i>	Associate Professor of Health, Physical Education and Recreation
Richard Clopton	2015 - <i>Campus Award</i>	Professor of Biology
Kelly Asmussen	2016 <i>Campus Award</i>	Professor of Criminal Justice
Kristi Nies	2017 <i>Campus Award</i>	Assistant Professor of English
Dennis Welsh	2018 <i>Campus Award</i>	Professor of Chemistry
Matt Hill	2019 <i>Campus Award</i>	Assistant Professor of Music
Darolyn Seay	2020 <i>Campus Award</i>	Associate Professor of Education

EMERITI FACULTY

Clyde Barrett (1965-1993)
Professor Emeritus of English

Everett Browning (1969-1986)
Professor Emeritus of Journalism

Paul Kruse (1969-1994)
Assistant Professor Emeritus of Library Science

Kelly Liewer (1968-1997)
Registrar Emeritus

David Pippert (1977-1999)
Professor Emeritus of Natural Science

David Edris (1974-2008)
Professor Emeritus of Music

Bill Snyder (1979-2011)
Professor Emeritus of Business

Ken Anderson (1984-2016)
Professor Emeritus of Art

Dan Holtz (1987-2016)
Professor Emeritus of English

Spencer Davis (1984-2017)
Professor Emeritus of History

Daryl Long (1967-2017)
Professor Emeritus of Mathematics

Bill Clemente (1992-2018)
Professor Emeritus of English

Judy Grotian (1998-2019)
Professor Emeritus of Business

FACULTY LISTING

(Date indicates year in which service at Peru State College began.)

Gul Ahmad
Associate Professor of Biology (2012)
B.S., Ph.D., Aligarh Muslim University

Heidi Jo B. Bartlett
Instructor of Education (2017)
B.S., University of Wisconsin-Milwaukee
M.A., University of Central Florida

Gina Bittner
Associate Professor of Education (2006)
B.S., Nebraska Wesleyan University
M.A.Ed., University of Northern Colorado
Ph.D., Capella University

Jacob Bartlett
Associate Professor of Music (2012)
B.S., M.S., Northwest Missouri State University
M.A., D.M.A., University of Nebraska at Lincoln

Anthony Citrin
Professor of Education (1986)
B.A., M.A., University of Kentucky
Ed.S., Central Michigan University
Ed.D., Western Michigan University

Richard Clopton
Professor of Biology (1995)
B. S., M.S., Ph.D., University of Nebraska at Lincoln

Sara Crook
Professor of History (1993)
B.S., M.A., Ph.D., University of Nebraska at Lincoln

Kenneth Curtis
Assistant Professor of Art (2019)
B.S., Eastern New Mexico University
M.A., M.F.A., West Texas A & M University

Helane Folske-Starlin
Assistant Professor of Special Education (2018)
B.A., M.A.T., Saginaw University
Ph.D., Wayne State University

Greg Galardi
Associate Professor of Business (2004)
B.A., Bellevue College
M.S., Central Michigan University
M.B.A., D.B.A., Northcentral University

Kelli Gardner
Associate Professor of Psychology (2009)
B.S., M.S., Ph.D., Iowa State University

Matthew Gleason
Instructor of Business (2015)
B.A., M.B.A., Pittsburgh State University, CPA

Mary Goebel-Lundholm
Professor of Business (2006)
B.S., University of Nebraska at Lincoln
M.B.A., Wayne State College
Ph.D., University of Nebraska-Lincoln

Kenneth Bradley Griffin
Instructor of CMIS (2004)
B.S., Peru State College
M.B.A., Chadron State College

Sheri Grotian
Professor of Business (2007)
B.S., Peru State College
M.B.A., Ph.D., University of Nebraska at Lincoln

Daniel Hayes*Instructor of Criminal Justice (2012)*

B.S., Peru State College

M.F.S., Nebraska Wesleyan University

Charles Hicks*Assistant Professor of English (2018)*

B.A., Texas Tech. University

B.S., Ph.D., University of Texas

Matthew Hill*Associate Professor of Music (2014)*

B.A., Dana College

M.M., Oklahoma State University

D.M.A., University of Nebraska at Lincoln

Stephanie Huddle*Instructor of Criminal Justice (2019)*

B.S., University of Nebraska at Lincoln

M.F.S., Nebraska Wesleyan University

Christy Hutchison*Professor of Business (2004)*

B.S., University of Tampa

J.D., Stetson College of Law

Robert Ingram*Assistant Professor of Education (2015)*

B.S., M.S., Ed.D., University of Nebraska at Omaha

Max Kathol*Instructor of Business (2018)*

B.S., M.S., Peru State College

Ananta Khatri*Assistant Professor of Psychology (2019)*

B.S., Mercy College

M.S., Ph.D., Albizu University

Zachary Killebrew*Assistant Professor of English (2020)*

B.A., Illinois Wesleyan University

M.A., Ph.D., Northern Illinois University

Kelly Kingsley*Associate Professor of Education (2014)*

B.A., Kearney State College

M.A., Doane College

Ed.D., University of Nebraska at Lincoln

Laura Lippman*Assistant Professor of Theater Arts (2016)*

B.A., Bennington College

M.F.A., Carnegie Mellon

Frank Lynott*Associate Professor of HPER (2014)*

B.A., Humboldt State University

M.Ed., University of Nebraska at Kearney

Ph.D., University of New Mexico

Amber Mahan*Assistant Professor of Criminal Justice (2016)*

B.A., Morehead State University

M.S., Nebraska Wesleyan University

Ph.D., Capella University

Laura McCauley*Associate Professor of Mathematics (2013)*

B.A., Huntingdon College

M.S., Ph.D., Auburn University

Susan Moore*Assistant Professor of Art (2018)*

B.F.A., Iowa State University

M.F.A., University of North Texas

Kenneth Myers*Instructor of Mathematics (2014)*

B.S., M.S., Peru State College

Kathleen Nehls*Assistant Professor of History (2017)*

B.A., University of Central Oklahoma

Ph.D., University of Georgia

Nathan Netzer*Assistant Professor of Chemistry (2017)*

B.S., M.S., Ph.D., University of South Dakota

James Nevitt*Professor of Psychology (2002)*

B.S., Pittsburg State University

M.S., Ph.D., Oklahoma State University

Kristi Nies*Assistant Professor of English (2009)*

B.A., Milliken University

M.S., University of Illinois

Ph.D., Trident University

Turkan Ocal*Assistant Professor of Psychology (2019)*

B.S., M.S., Minnesota State University

M. Phil., Ph.D., The Graduate Center of the City University of New York

Lisa Parriott*Instructor of CMIS (2012)*

B.S., M.S.O.M., Peru State College

Jason Phillips*Assistant Professor of History (2019)*

B.A., Sterling College

M.A., Eastern Tennessee State University

Ph.D., University of Arkansas

Felicity Post*Assistant Professor of Education (2016)*

B.S., M.S., Ed.D., Kansas State University

Joshua Roach

Assistant Professor of Music (2020)
B.M.P., M.M., University of Southern California
D.M.A., University of Michigan

Judith Ruskamp

Professor of Education (2002)
B.S., University of South Dakota
M.S.Ed., Peru State College
Ph.D., University of Nebraska at Lincoln

Kyle Ryan

Professor of HPER (2009)
B.A., M.S., Humboldt State University
Ph.D., University of Northern Colorado

Darolyn Seay

Associate Professor of Education (2008)
B.S., M.Ed., University of Central Oklahoma
Ed.D., Northcentral University

Cassandra Tangen

Instructor of Mathematics (2017)
B.S., Peru State College
M.S., University of Nebraska at Omaha

Spencer Vogt

Assistant Professor of Education (2015)
B.A., York College,
M.S., University of Nebraska at Kearney
Ph.D., Walden University

Shana Walsh

Assistant Professor of HPER (2016)
B.A., Syracuse University
M.Ed., Delta State University
Ph.D., Baylor University

Cassandra Weitzenkamp

Instructor of Business (2014)
B.A., M.P.A., University of Nebraska at Lincoln, CPA

Dennis Welsh

Professor of Chemistry (2001)
B.A., Benedictine College
Ph.D., University of Notre Dame

Sara Westerlin

Instructor of Education (2018)
B.A., Dana College
M.S., University of Nebraska at Omaha

Jody Woodworth

Assistant Professor of Business (2019)
B.S., University of Nebraska Medical Center
M.A., University of Nebraska at Omaha
Ph.D., University of Nebraska at Lincoln

B. Jude Wright

Assistant Professor of English (2018)
B.A., Flagler College
M.A. Boston College
Ph.D., University of South Florida

EXECUTIVE OFFICERS**Dan Hanson**

President (2009)
B.A., Wartburg College
M.S., Mankato State University
Ph.D., Iowa State University

Tim Borchers

Vice President for Academic Affairs (2015)
B.A., University of Nebraska at Lincoln
M.A., Ph.D., Wayne State University

Debbie White

Vice President for Administration and Finance (2018)
B.S., Kansas State University
M.B.A., Baker University

Jesse Dorman

Vice President for Enrollment Management and Student Affairs (2015)
B.A., Gannon University
M.A., Franciscan University
Ed.D., George Washington University

ACADEMIC DEANS**Paul Hinrichs**

Dean of the School of Arts & Sciences (2017)
B.S., Concordia College
M.S., Ph.D., University of Nebraska at Lincoln

Greg Seay

Dean of the Graduate Programs (2008)
B.A., M.A., Southern Nazarene University
M.B.A., University of Phoenix
Ed.D., Oklahoma State University

ACADEMIC DIRECTORS**Deann Bayne**

Registrar (2016)
B.S., M.Ed., Chadron State College

Kevin Blobaum

Director of Distance Education (2019)
B.S., M.B.A., Northwest Missouri State University

Kristin Buscher

Director of Assessment (2016)
B.A., Colorado State University
M.B.A., University of Phoenix

Veronica McAsey

Director of Library (2013)

A.A. Cloud County Community College

B.A., M.L.S., M.A., Emporia State University