ADJUNCT HANDBOOK

Guidelines for Adjunct Faculty

www.peru.edu

2015-2016
Academic Year
Welcome to Peru State College!

We are excited about your role as an adjunct faculty member within the School of Education!

The information on the following pages is to assist you with policies, processes and procedures and to help you understand the mission, goals and philosophy of Peru State College and the School of Education.

We encourage you to familiarize yourself with the information provided, especially with the “Forms” section, which will help you obtain books and materials needed to teach your classes and help better serve our students.

We will assist you in any way possible and hope you have an enjoyable experience. Thank you for your service.

Sincerely,

Dr. Ellie Kunkel
Dean of Education
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Telephone Directory

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An Introduction to Peru State College

Peru State College was founded in 1867 as Nebraska’s first college and was the third teacher education institution established west of the Missouri River. For more than a century, thousands of students have crossed the Campus of a Thousand Oaks to become teachers and leaders in Nebraska and throughout the nation.

The people of Nebraska have made the facilities of the College available to students at a minimum of personal cost. The taxpayers of the state bear the major portion of the cost of educating the College’s students.

Peru State admits all graduates of accredited Nebraska high schools and qualified out-of-state students. The philosophy of the College is that each person is entitled to the opportunity to succeed at the collegiate level. All who have the ability and willingness to work will have an excellent chance to succeed at Peru State.

The College believes in academic excellence, in opportunities for personal growth, and in student self-determination consistent with principles of a democratic society. Administrative intent is to involve students in the decisions which affect them. The College’s educational experience is designed to enable students to learn, to equip themselves for meaningful careers, and to be productive members of society. Peru State students have the opportunity to know their instructors well and to be working partners with the staff and other students. Living and working with other people offers many opportunities for friendship, growth, and personal development.

The College’s faculty and staff are here to serve you. We welcome the opportunity to assist you in realizing your personal, educational, and career objectives.

Philosophy
Peru State College is committed to the belief that all persons endowed with potential, which, if developed, will benefit both the individual and the society. Each person who is exposed to the influences of the College is encouraged to develop her or her potential as well as understand and appreciate the contributions of others.

Individual development can be accomplished through formal study and exposure to a variety of experiences both on and off campus. It is the result of the reasonable mastery of knowledge, acquisition of certain skills and techniques, appreciation and understanding of areas beyond narrow personal interests, and meaningful religious and social experiences.

Mission
In educating the individual to the benefit of society, Peru State College cultivates the capacity and propensity for life-long learning by fostering independent inquiry and promoting the value of knowledge and discovery. Through innovative undergraduate and graduate programs, Nebraska's first college continues its commitment to making a vital contribution to the future of the region and the state.

purposes
The Purposes of Peru State College support the mission and are derived from the specific responsibilities assigned to the institution by the Nebraska State College System Board of Trustees and the Nebraska Coordinating Commission for Postsecondary Education. These purposes are:

- Provide an affordable and accessible quality education through high quality teaching and emphasis on student learning to the citizens in the assigned service region
- Provide its graduates with a solid foundation for continued life-long learning through a strong general education program
- Provide quality baccalaureate degrees in selected academic fields, with emphasis on teacher education, business, and selected disciplines in the arts and sciences
- Provide a quality graduate program leading to a master’s degree in education
- Contribute to the development of the fields of knowledge and teaching in the disciplines represented in the College programs
- Contribute to the economic and social/cultural development of the service region

**Goals**
Instill in our students:
- Effective communication skills;
- Computer and information literacy;
- Independent critical thought and intellectual capacity for change;
- Preparation to assume social and civic leadership roles; and
- The ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives.

**Memberships and Accreditation**
Peru State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education. Full membership is maintained in the American Association of Colleges for Teacher Education and the American Council on Education. The College is also a charter member of the Nebraska Council on Teacher Education.
Conceptual Framework
School of Education

Mission Statement
The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff of our 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, knowledgeable in general studies, specific content areas, and pedagogy. In addition, we want their educational experiences to equip them to be effective communicators and wise decision-makers in a democratic and increasingly technological society. We also want our graduates to appreciate diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection of current research and professional writing. We encourage diverse field experiences, co-curricular activities and professional opportunities. We believe that learning is a lifelong process that involves continual growth in three broad conceptual areas: foundational knowledge, professional dispositions and integrity, and professional competencies.

Peru State College is Nebraska’s oldest college, a normal school founded in 1867. It is nestled in rural, southeastern Nebraska, bordered by the banks of the Missouri River and rolling farmlands where one can still spot a one-room schoolhouse. Known as the “Campus of a Thousand Oaks,” Peru State College is a learner-centered school with dedicated faculty and staff, committed to personal attention, small classes, and modeling innovative methods and performance-based assessments. We believe strongly in the dignity and potential of each human being, and we understand that all persons learn in unique ways. To ensure additional opportunities for continual growth and professional leadership, we offer a Master’s Degree in Education.

Peru State College’s commitment to individual attention and needs is evident in our teacher education program. We also encourage our students to hone their passion for teaching and their unique talents through integrated community service opportunities related directly to their professional courses and activities. Our faculty and staff are committed to modeling that learning is an ongoing, challenging enterprise engaged in by committed persons – teachers, teacher candidates, and community members together, all part of an exciting and rapidly changing world.

Conceptual Framework: Creating Exemplary Educators - Reflective Decision-makers

At Peru State College, our mission is based upon the premise that each person has unique potential to be enhanced by his or her educational experiences. Therefore, as educators we acknowledge our role in this enhancement, our own responsibility to be reflective practitioners: persons grounded in a knowledge of the past, respectful and cognizant of the present cultural context in which we live, and highly aware of a future that requires adaptability and critical thinking skills. Our conceptual framework has long acknowledged the belief that our teacher candidates should be wise decision-makers.

Drawing upon critical and constructivist theory, we have come to realize that wise decision-making is based upon one’s ability to reflect critically upon one’s experiences and to acknowledge the “indeterminate zones of practice – uncertainty, uniqueness, and value conflict…” (Schön, 1987, p.6) We believe for ourselves and our students that a reflective program “…must cultivate activities that connect the knowing- and reflection-in-action of competent practitioners to the theories and techniques taught as professional knowledge in academic courses” (Schön, p. 312).

Years ago Dewey voiced his belief that democracy should be an integral part of school experience and a way of living and working with others. Our ideal is to provide “…students with the knowledge, skills, and values they will need to exercise
the civic courage, compassion, and leadership necessary to find their own voices while learning how to both understand and connect such voices to the exercise of social responsibility and civic courage” (Giroux, 1989, p.131).

To work toward this ideal, we must focus on providing learning opportunities for growth in three broad areas. First, we want to provide rigorous foundational knowledge in general and liberal studies, content area studies, and pedagogical studies. Second, we want to cultivate in our candidates effective professional dispositions and integrity. Finally, we want to instill a passionate commitment to ongoing professional growth and development. Opportunities for reflection are an integral part of these three areas.

To accomplish our mission, the unit's goals are addressed in our conceptual framework and subsequently in specific course syllabi. Our syllabi state objectives, assessments, and bibliographic information showing the theory and research that have informed our collective philosophy and consequently course direction and planning. This philosophy is integrated into our professionally affiliated student organizations, which are advised by members of the unit faculty. These organizations include the Council for Exceptional Children, International Reading Association, Peru State Education Association, and Kappa Delta Pi. In addition, we encourage participation in America Reads, America Counts, Reading Buddies, and Job Olympics. We believe that these organizations and programs provide our teacher candidates with unique learning and professional opportunities that enlarge their world view.

Below are our three broad themes (standards), each followed by a specific list of outcomes. Each outcome serves as a subsystem within an integrated whole. The experiences leading to our desired outcomes do not live in isolation, but are provided in a variety of contexts.

**Foundational Knowledge** . . . “The message for teacher education is clear: Beginning teachers should have a solid grounding in whatever it is they are to teach coupled with the skills to know how to acquire additional knowledge on a lifelong basis and the attitude to want to continue to learn” (Ducharme & Ducharme, 1999)

**Peru Standard 1 - Foundational Knowledge:** Teacher candidates have a broad background of knowledge and skills in three domains identified as general and liberal studies, content area studies and pedagogical studies. These studies serve to enrich, enlighten, and expand candidates' knowledge and skills. As they reflect upon their experiences, teacher candidates make informed decisions.

To develop foundational knowledge, teacher candidates will have a broad background of general and liberal studies, content area studies and pedagogical studies that includes both traditional and contemporary information. Immersed in an interactive learning process, the reflective teacher candidates construct and reconstruct their personal understanding of foundational knowledge. These studies serve to enrich, enlighten and expand the candidates’ knowledge. As they reflect upon this information and their experiences, teacher candidates make informed decisions.

1.1 **General and Liberal Studies**

The purpose of the General Studies Program at Peru State is to prepare the student for advanced college work as well as of life-long learning. The General Studies Program consists of specific courses that are designed to assist the student in acquiring the intellectual foundation that will last for lifetime of learning (Peru State College, 2010, p. 75).

The General Studies Program, established by Peru State College requires that its graduates 1) can write, speak, and compute effectively, 2) are computer literate, 3) can think critically and independently, 4) are open to and have the capacity for change, 5) are prepared to assume their social and civic roles and leaders in an increasingly interdependent world, and 6) are equipped to pursue lives that are intellectually, ethically, aesthetically, and physically rewarding. (Peru State College 2010, p. 75)
1.1.1 Teacher education candidates develop a broad foundation of knowledge across disciplines and connect and interrelate that knowledge to positively impact instruction and student learning.

1.1.2 Teacher education candidates demonstrate strong communication, computation, research, and technology skills.

1.2 **Content Area Studies**

To develop content area expertise teacher candidates will have a broad knowledge in the field or subject in which they choose to specialize.

1.2.1 Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.

1.2.2 Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.

1.2.3 Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content areas.

1.3 **Pedagogical Studies**

To develop pedagogical content knowledge, teacher candidates will demonstrate a repertoire of methods that make content knowledge easily understood and relevant by a variety of learners (Ball & McDiarmid, 1990).

1.3.1 Teacher education candidates plan and implement appropriate instruction and assessment based on their knowledge of human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.

1.3.2 Teacher education candidates effectively use technology to plan and implement instruction and enhance student learning.

1.3.3 Teacher education candidates develop, plan, and implement standards-based curriculum that reflects current research.

1.3.4 Teacher education candidates design and teach lessons that differentiate instruction for each learner and positively impact student achievement.

1.3.5 Teacher education candidates design and implement a variety of quality formative and summative standards-based assessments to measure individual student progress and inform ongoing planning and instruction.

1.3.6 Teacher education candidates create a positive, well organized, safe, and respectful learning community with clearly defined classroom goals dedicated to purposeful and engaging learning activities.

1.3.7 Teacher education candidates promote the development of problem solving, critical thinking, collaboration, and goal setting skills for all students and help students assume responsibility for their own learning.

**Professional Disposition and Integrity . . .** “Learning—all forms of learning—will prosper when it is founded on
good relationships. *The human spirit thrives on caring and compassion, on esteem and trust*” (Waldon, Collie & Davies, 1999, p.36)

**Peru Standard 2 - Professional Disposition & Integrity:** *Teacher candidates develop professional dispositions, character, skills and traits appropriate for the teaching profession. The candidates demonstrate professionalism, dependability, social maturity, a cooperative attitude, enthusiasm, initiative, and confidentiality, especially as it relates to student information.*

We expect each prospective candidate to have developed a professional disposition, character, skills and traits, which are appropriate for teacher candidacy. Prior to admission into teacher education, we expect our future candidates to have demonstrated an interest in the profession, dependability, social maturity, a cooperative attitude, enthusiasm, and initiative. These skills and traits will be honed through professional experiences and opportunities for reflection with peers and faculty. Teacher candidates are expected to develop an attitude which allows them to understand and encourage “…the potential of the students they teach.” (Delpit, 1995, p.175)

2.1.1 Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.

2.1.2 Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

**Professional Development** . . . “Teacher educators must be acutely aware of the fact that producing teachers who are individually good teachers is not sufficient; they must also be stewards of good schools.” Goodlad, 1994, p.196.

**Peru Standard 3 - Professional Development:** *Teacher education candidates recognize what is involved in being a lifelong educator, establish their own professional identities, and effectively collaborate within the learning community.*

We believe that teaching is indeed a noble profession. At Peru State College we build the foundation for the lifelong process of professional development. Our students recognize what is involved in being a professional and establish their own professional identities. Professional educators from Peru State College will be actively involved in discussions and debates focusing on contemporary trends within the profession in order to constantly inform their knowledge base.

We recognize that “both education and socialization are viewed by the major professions as powerful contributors to the enculturation of their members” (Goodlad, 1990, p. 197). In addition to classroom and field experiences, our small student to teacher ratio allows our faculty to provide socialization opportunities for professional participation and discussion among faculty, students, and the community. It is our goal that our teacher candidates become a part of a community of professionals, good stewards of the future of American education.

3.1.1 Teacher education candidates analyze and reflect upon constructive feedback to initiate change and refine practices that address the needs of all students.

3.1.2 Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.

3.1.3 Teacher candidates analyze current educational research and information about what is considered best practices as well as resources available for life long professional growth and development.
Supporting Research


Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers’ skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Conceptual Framework: Creating Exemplary Educators - Teacher Leaders

Peru State College offers a Master of Science in Education Degree with a major in Curriculum and Instruction. It is our belief that graduate offerings should encourage students to function at the highest levels of cognitive reasoning. Since all entering graduate students must possess not only an undergraduate degree and teaching credentials, it is assumed that basic professional skills have been mastered. In the majority of instances, our graduate students are currently teaching and have multiple years of successful teaching experience.

When our graduate program was established in the mid-1980s, it was designed to serve teachers working in rural areas. Access to graduate programs for teachers employed in our economically deprived and remote area was severely restricted. Surveys of practicing teachers indicated a need for technological skills, ability to analyze education environments, curriculum development, ability to be consumers of and contributors to research, an understanding of current issues and human relation skills that could be implemented in their classrooms. These components served as the basis for the original graduate program in pedagogy. In the mid-1990s the growing emphasis of technology in the classroom and a greater demand from urban teachers caused us to reexamine our offerings and expand the Masters degree program to include two areas of emphasis: Teaching and Learning and Instructional Technology. These areas of emphasis were offered until recently, when the decision was made to ensure that these critical aspects of effective teaching were integrated into the required coursework. Our current program, implemented summer of 2008, now has one primary focus on curriculum and instruction, but provides opportunities for students to select one or more courses to delve into an area of their choice.

At the graduate level, we encourage our candidates to function at the highest levels of cognitive reasoning and to enhance their emotional intelligence (Coleman, 1998). To be instructional leaders in one’s classroom, school, and community requires the candidates to have the ability and opportunities to reflect critically upon their experiences. We have continually re-examined our Graduate Program based upon the needs of our students and effective instructional processes. Our Graduate Program emphasizes and nurtures reflective change agents in three areas that extend the undergraduate themes (Tom, 1999). The undergraduate themes are foundational knowledge, professional dispositions appropriate for teaching, and professional
awareness. The corresponding graduate themes respectively are the following: enhancement of student learning, collaborative reflection (Buckley, 2000; Cinnamond & Zimpher, 1990) and professional growth.

An examination of the core requirements for the program shows clear emphasis on analytical and evaluative processes. All students must be able to demonstrate competence in analyzing an educational environment. All students must be conversant with current principles of curriculum development. All students are exposed to the most current issues in education and the issues anticipated for the future. The overall program results in teachers who are better equipped to provide effective instructional skills within their sphere of influence.

We are cognizant that many of our teachers need opportunities for collegiality and collaboration, therefore collaborative projects are encouraged. In the interest of building partnerships between our college and local schools, we offer graduate courses for those who wish to mentor pre-service teachers in field experiences. While we encourage keeping abreast of current research, content area subject matter, and methods, we recognize that this focus must be related to best meeting the learners’ needs. Thus, at this level, we first encourage the critical analysis of backgrounds and perceptions and how they influence our decisions about subject matter, curriculum, methodology, and assessment (Darling-Hammond, 2000; Delpit, 1995). We then encourage our candidates to develop “an attitude or predisposition… [that] will lead them to inquire continually about those whom they teach; it will strengthen their pedagogy” (Ducharme & Ducharme, 1999, p. 361). The MS in Education program encourages our graduates to return to their schools and communities and be reflective and insightful leaders who help effect positive change in an increasingly diverse and technological world.

**Desired Outcomes**

An examination of the core requirements for the graduate program shows a connection to our three areas of focus. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented.

**Instructional Efficacy**

To develop student learning, candidates research, develop, collaborate, and self-reflect on their pedagogical knowledge and skills in order to meet the needs of all students through the use of a variety of instructional strategies, assessments methods, technology, and research.

1.1.1 Candidates examine, discuss, and analyze current educational theories, issues, and/or content area research in order to develop learning experiences that engage and motivate all students in meaningful and creative ways and promote critical thinking.

1.1.2 Candidates design and implement a variety of appropriate instructional strategies to meet the unique needs of all students.

1.1.3 Candidates devise, implement, and analyze varied formative and summative assessments (both for individuals and whole class) to engage all students, document progress, and inform instruction.

1.1.4 Candidates effectively integrate technology in planning and implementing instruction to advance student learning.

1.1.5 Candidates demonstrate knowledge of how students learn and develop, recognize student differences and show respect for these differences, and modify and differentiate their instructional practices to advance student learning.

1.1.6 Candidates create a positive, well organized, safe and respectful learning community dedicated to purposeful and engaging learning activities.
Reflective Skills and Collaborative Practices

Reflective practice, while often confused with reflection, is neither solitary nor a relaxed meditative process. To the contrary, reflective practice is a challenging, demanding, and often trying process that is most successful as a collaborative effort (Osterman & Kottkamp, 1993).

Candidates develop professional dispositions, character, skills, and traits that are appropriate for teacher leaders. These skills and traits are honed through professional experiences and opportunities for self-reflection and collaboration with college faculty and colleagues.

2.1.1 Candidates effectively collaborate within the larger learning community to positively impact student learning.

2.1.2 Candidates examine and apply educational ideas, concepts, and current research with college faculty and colleagues.

2.1.3 Through self-reflection, candidates critically examine their teaching to enhance their professional skills, instructional strategies, assessment practices, and collegial competencies.

Teacher Leadership and Professional Development . . . *A teacher is defined as “...someone who continually strives to implement the best that is known about how to foster learning and who, by being a reflective practitioner, contributes to that ever-growing, ever changing understanding”* (Weaver, C.J. & Peterson, S. 1993).

Candidates build upon the professional identities established at the undergraduate level by continually examining professional practices and using research to effect positive change in their classrooms, schools, and communities.

3.1.1 Candidates analyze research to advance curriculum development and strengthen student learning.

3.1.2 Candidates actively seek to identify key characteristics of the school community and potential partnerships with parents, families, groups, and businesses within the larger community.

3.1.3 Candidates demonstrate a commitment to lifelong learning and an openness to grow and develop new instructional and assessment strategies as educational practices evolve. Further, candidates utilize leadership skills to share their acquired knowledge and skills with colleagues.

Supporting Research


PERSONNEL INFORMATION

Conditions of Employment for Adjunct Faculty
A letter of appointment assigns offers of employment to adjunct faculty from the president of the college. The letter states the course number and title, location, dates, and compensation for the assignment. The letter is for one term only and may not be considered as an offer of employment beyond the terms set forth. If enrollment is below college expectations for any class, the class may be canceled and no compensation will be paid. In some instances, payment will be made at a set rate per student times number of credit hours.

Personnel Files
The office of Human Resources maintains official personnel files. Documentation that is required for all adjunct faculties is as follows:
1. Resume/Vita (must also be on file in the School of Education office)
2. Official Transcript (a copy of the transcript showing the highest degree must also be on file in the School of Education office)
3. Other official college hiring documents

Hiring Documentation
All faculty must complete an Application for Employment, Employment Eligibility Verification form, Release Authorization, federal W-4 form, I-9 (Immigration and Naturalization form), and Faculty Information form. These forms are kept in the personnel files and may be updated at any time.

Payroll Procedures
The college is a state institution; therefore, payroll is issued on a monthly basis. Adjunct faculty will receive checks upon the completion of the teaching assignment and grades filed. Checks will be mailed on the last day of the month of the completion of a teaching assignment. Special assignments (less than 13 weeks) will be paid in one payment at the end of the assignment after grades are submitted.

INSTRUCTIONAL INFORMATION

Standards of Instruction and Contact Hours
Academic standards reside primarily with the faculty and are reflected in the standards maintained in each class. The standard measure of course work, the credit hour, is 15 hours of lecture instruction, including exams. Classroom instruction for a three credit hour course would be forty-five (45) contact hours. One (1) contact hour is defined as 50 minutes of contact time.

Course Content
The Dean will provide a course content guide (syllabus) to the faculty for the appropriate course the faculty member is scheduled to teach. It is the intent of the college to provide an up-to-date, relevant curriculum. Adjunct faculty are expected to follow the syllabus provided and should discuss proposed curriculum changes with the Dean or extended campus director. Adjunct faculty will electronically submit each course syllabus to the School of Education offices by the add/drop date of the course.

Live Text
All incoming students in teacher education programs are required to purchase a membership in LiveText. This service provides students with many resources including an electronic teaching portfolio. It provides the college with information, required in our NCATE reports, by tracking how well our students master the standards set forth in our curriculum. Individual assessments have standards assigned to them. Instructors use these assessments as they grade the required artifacts in the course(s) that they teach.
All instructors must include, as part of their curriculum, the required artifacts listed in the Peru State College LiveText Courses document. In addition, it is the instructors’ responsibility to evaluate the required artifact with the assessment provided in LiveText. This method allows data to be collected for the college’s NCATE reports. It also helps students complete their portfolios. The following information will help you to complete your responsibilities pertaining to your teaching and the use of LiveText with our students.

Instructor responsibilities:

1. Identify the required artifact(s) for your course using the LiveText assessment(s)

   In order to identify the required artifacts for your course, please visit the course syllabus. If the course includes a required LiveText assessment, it will be clearly documented. During your LiveText training, you were provided with a membership and the same portfolio template that students receive with their membership and training. Specific directions for completing artifacts are available within the LiveText course assignment that is provided within each course. Should you teach a course that has a required LiveText assignment, our Livetext account will provide you with access to the “course” and “assignments” within that course that are required to be completed within LiveText. Please ensure that you log into your LiveText account each semester to identify which courses have required assessment components.

2. If teaching Educ 400, 600, or 623, check each of your students’ portfolios for completion of requirements and minimum % required for passing the course.

   As part of these course requirements, students must submit their portfolios with you, the instructor. You, in turn, verify that they have successfully completed the required pages of the portfolio are expected to be completed. Candidates will submit their portfolio via the correlating assignment link that is provided within LiveText. Should the student not successfully complete the portfolio submission at the percentage set for passing in your course, a grade of F should be documented until such time as the student does meet the requirements. At that point the course grade can be submitted using the course grade change form. **Students cannot receive a passing grade until the LiveText portfolio requirements are met – not meeting this requirement receives an automatic F.**

Learn about LiveText
   a. Attend required professional development sessions
   b. Read and use the manual and training materials provided during training

Course Syllabi

A course syllabus will be given to each student at the first class meeting or at the beginning of an online course. A copy of the syllabus will also be submitted to the Dean, both paper copy and electronically, prior to approval. The syllabus template that is provided by the Dean’s office is the only acceptable format. The syllabus shall explain the instructor’s expectations of students:

1. The course objectives
2. The extent of material to be covered
3. Due dates for research papers/reports/presentations.
4. Grading criteria
5. Attendance policy
6. Provide a bibliography
7. Textbook information
8. Dishonesty policy
9. Accommodation statement
Class Attendance
Students are expected to attend classes regularly, to arrive punctually, and to complete all assigned work. Attendance is a privilege and a responsibility represented by not only the student’s investment, but also by a significant investment by the State of Nebraska.

When it is necessary for students to miss class, they have the responsibility to notify their 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. They must present their grading practices and attendance policies in writing in the course syllabi.

Withdrawal from Class and Drop/Add
Whenever absences or other elements of scholastic attitude become detrimental to the student’s standing in class, the instructor may confer with the student. A mutual agreement between the instructor and the student may be made for registration in the course to be withdrawn. Withdrawal from a course can be done to the midpoint of the semester or term with a grade of “W.” The grade will become an “F” after the last date to withdraw. Tuition and fee refunds are granted for a reduction in semester credit hours through the final date to add/drop regular semester courses with the end of the first week of class. The final date to withdraw from class during the summer session is a proportional period of time. Students are allowed to drop/add by the seventh calendar day of the semester/term. Course registrations are then final.

Class Rosters
Faculty can expect a printed preliminary list of the registered students at or prior to the first class session. If the course is online, the BlackBoard roster will be available within the Control Panel gradebook. The roster should be checked carefully to verify the accuracy of the class meeting information. If any information is incorrect, contact the Dean or site coordinator for correction. A final class list must be checked for accuracy before the deadline indicated, to ensure accurate Drop/Add processes.

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Suggested Percentage Equivalent</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>65-69</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit</td>
</tr>
<tr>
<td>NCR</td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>
**Grade Changes**
Grades submitted by the faculty, are assumed to be final grades. A grade may not be changed unless a legitimate error has been made on the part of the faculty member. Corrections of grading errors must be made by the end of the semester/term (excluding summer) following the one in which the grade was originally assigned. The appropriate faculty member or staff designee must submit a Change of Grade form from the Office of Student Records.

**End of Semester/Term Grading**
Grade rosters will be distributed within NeSIS (myPSC) approximately two weeks before the end of the semester/term. Timely submission of grades and accuracy in calculation and completion of the rosters are vital. **Grades are to be submitted by noon the Tuesday following the end of the class.** Anyone who has not submitted grades by the deadline will be contacted by Student Records, and the Dean’s office will be notified.

Students who have never attended or have stopped attending, but did not officially drop/withdraw, will be listed on the grade roster. They **must** be assigned a grade (“F” or “I”). If a student has been attending but does not appear on the roster, add his/her name to the roster.

Should the grade be an “F”, it must be documented whether it is Earned (EF) or Unearned (UF). The only UF is when a candidate did not participate or attend the course at all; once the candidate has participated/attended, but not met the expected level of performance needed to pass the course, an EF should be documented.

**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 completed substantially all 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 of the student, instructor, and 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 Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F. Students who have filed an application for graduation are not eligible for a grade of Incomplete.

**Student Grade Appeal – Student Handbook p. 57** ([http://www.peru.edu/Docs/StudentHandook.pdf](http://www.peru.edu/Docs/StudentHandook.pdf))
**Policy:** Students who disagree with the assignment of a final grade by an instructor may file an appeal under these procedures:

**Grade Decision Reviewed:** This process is available only to review allegedly unfair course grade decisions, not mere difference 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:

1. Was based on factors other than performance in the course and/or compliance with course assignments and requirements;
2. Involved more exacting or demanding standards than were applied to other students in the same course section; or

3. Constitutes a substantial departure from the instructor’s standards as articulated in the course syllabus, catalog descriptions and/or other written materials.

Student Grade Appeal Procedures: A student who wishes to appeal a grade decision must proceed as follows:

1. Informal meeting – 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 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 Dean.

2. Dean Review – 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 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 reasons the appeal is based on, 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 Dean will consider the appeal and document formally submitted by the student.
   a) The 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 Dean’s decision will be given to the instructor and the student.
   b) If the Dean is also the instructor whose grade is the subject of the appeal, the Vice President for Academic and Student Affairs shall select another Dean to conduct the appeal process.

3. Senate Review – the student or the instructor may appeal the Dean’s decision. Such appeal must be filed in writing and submitted to the Vice President for Academic and Student Affairs within five (5) working days of receipt of the Dean’s decision, with copies to the instructor, the student and the Dean. The written appeal shall deal only with the part or parts of the 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 and Student Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the 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 Dean within ten (10) working days of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College.

Academic Integrity

Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. Cheating is defined as any means by which a student uses unauthorized assistance to prepare materials presented as his/her own. (For more information, see the current PSC catalog or the Student Handbook.)

Cheating does not positively reflect the Professional Dispositions that have been established for the School of Education. Should a candidate cheat, the instructor is expected to complete a Disposition Deficiency form (see
Appendix A) to document the event. This allows the School of Education to track instances of cheating for teacher education candidates, so that we can recognize patterns of behavior beyond isolated incidents. Please take this seriously and submit a deficiency form should the situation warrant.

**Student Evaluations of Faculty & Courses**

Student evaluations of faculty and courses are conducted each semester/term. The evaluations will be proctored by a class member at the beginning or end of a class period and take approximately fifteen minutes for students to complete and return. During the evaluations, the faculty member is asked to leave the room until all evaluations have been completed and returned to the designated proctor. Copies of the results of the evaluations will be available in each dean’s file and a copy will be sent to each faculty member.

**STUDENT SERVICES**

**Admission**
The extended campus sites follow the College policy of open admission for entering freshman. The College accepts transfer students from other accredited colleges and universities who are seeking an undergraduate degree.

Graduate students seeking admission in the Master’s Degree program must meet the admission requirements as defined in the Graduate Catalog.

**Advising**
Academic advising is provided for admitted students with a declared major. Full-time faculty members have established office hours for students to make appointments. Students should refer to the posted schedule of hours and e-mail a faculty advisor to schedule appointments as needed. Graduate students should contact the Graduate Office on the main campus.

**Financial Aid**
Financial Aid is available through the on-campus Financial Aid office at 1-800-742-4412 ext. 2228.

**Testing**
Pre-professional Skills Test (PPST)
Praxis II Exams
– Contact the Center for Achievement and Transitional Services (CATS) center at 1-800-742-4412 Ext. 2425.

**Registration Updates**
The published class schedule within NeSIS each semester/term has specific information regarding deadlines. **All deadlines for courses other than semester length will be prorated according to the length of the course. Students are not permitted to drop or withdraw from a course (s) after it has ended.**

**OTHER INFORMATION**
Academic departments will offer more specific information regarding the following:

**Texts**
The Bobcat Bookstore provides texts and supplies that will assist students, faculty and staff in reaching their educational goals.

Textbooks for all classes are offered by the Bobcat Bookstore. Textbooks are listed as either mandatory or optional for student purchase. Do not tell students textbooks are not required without checking with the Dean of Education. Textbooks must follow the text list for all courses – only full time faculty can request text changes. Therefore, should you have suggestions for changes in texts, please contact the full time faculty member who oversees the course or the Dean.
Publishers will issue a free copy of an adopted text to each instructor using the text. Contact the Education office to order copies of textbooks from the publisher.

Students are responsible for accessing their books by telephone, FAX, on-line or by purchase in person.

**Faculty Absences**
Faculty members unable to meet classes at regularly scheduled times due to illness or emergency must notify the Dean for appropriate action.

**Instructional Supplies**
Direct all requests for instructional supplies and materials to the department office assistant or the site coordinator. Please request special materials which require more than nominal expenditures as early as possible. All purchase requests must have appropriate signature approval.

**Support Staff Assistance**
Support is provided for adjunct faculty assigned to specific disciplines. Copying of class handouts, course syllabi, examinations, and other course related materials generally requires a lead-time of 5 working days to ensure completion by the required date.

**Email**
College email accounts are available to adjunct faculty. Check with the academic departments or site coordinators for information regarding a Peru State account.

**Copies**
There is a copy machine in each school office for faculty use. Large handouts or study packets must be copied and sold through the Bobcat Bookstore. A lead-time of 6 weeks is necessary and all copyright laws must be observed. – See policy on page 24. The necessary form is in the “forms” section of the handbook (Course Packet Order Form).

**Keys**
Keys assigned to adjunct faculty are the responsibility of that faculty member and should be returned at the end of the appointment period to the respective School.

**Parking**
A parking permit is required to park on the main campus at a cost of $20.00 per year. Permits can be obtained at the Campus Services Office.

**Peru State College Library Information**
The Peru State College library provides service to all students and faculty. Reference assistance is free to all users. Interlibrary loans are available to faculty, staff, and students free of charge.

All faculty and staff employed on a temporary basis are eligible for a temporary library identification card that provides access to all library resources. This may be obtained from the Director of the Library or by request from a site coordinator.

Students and faculty members have borrowing privileges for the duration of each course taken at Peru State College. Having privileges allows interlibrary loan requests through the main library AND it allows the use of the ‘request’ feature on the Peru State College web site to directly request items owned by Peru State College, Wayne State College and Chadron State College.
Students/faculty members will need Interlibrary Loan when a needed item is not available at a closer NEBRASKA academic library or at their public library—the latter will vary by the individual’s residential address. ALL students and faculty should show their library card* to get borrowing privileges from NEBRASKA academic libraries, e.g., UNO or Creighton or Bellevue.

*Patron registration forms and library cards with barcodes are available through the site coordinator.

The Peru State College Library provides access to electronic and print resources. Electronic resources are accessed through the library's web page. The electronic resources include an online catalog shared by the three State Colleges, full-text resources which includes over 2,000 periodicals and 150 newspapers, databases through FirstSearch, and full Internet access. Access is provided in-house with Pentium computers and high-speed printers. The print resources include 125,000 volumes, periodicals, and media such as videotapes for class use. Interlibrary loan service provides access to print resources around the world. Special Collections include the original manuscripts of authors Marion Marsh Brown, E.P. Conkle, Ruth Crone and Louise Mears and include the history of Peru State College and the region.

The following information can be accessed through the Peru State College web site at [www.peru.edu](http://www.peru.edu) (academics link).

<table>
<thead>
<tr>
<th>Library Catalog</th>
<th>Staff Directory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Databases</td>
<td>Other Nebraska Libraries</td>
</tr>
<tr>
<td>Library Hours</td>
<td>Caldecott Awards Book List</td>
</tr>
<tr>
<td>Library Newspapers</td>
<td>Coretta Scott King Book Awards</td>
</tr>
</tbody>
</table>

For more information contact...
Peru State College Library
Work Phone 402-872-2218
FAX 402-872-2298
library@oakmail.peru.edu

**Class Cancellation**

For courses, cancellation of a class is left to the discretion of the faculty member; if in the instructor’s opinion it is best to cancel a class, the notification process is the responsibility of the instructor.

You are bound to the policy of the closure of the campus. Since it is critical that information about the status of the College is sent as quickly as possible, only the following news media will be notified. *Please do not call the media – they will broadcast an announcement as soon as they receive the information from PSC.*

**Television**
- KOLN-TV, Lincoln (Channel 10)
- KETV, Omaha (Channel 7)

**Radio**
- KNCY, Nebraska City/Auburn (1600 AM, 94.7 FM)
- KTNC, Falls City (1230 AM)
- KLZA, Falls City (101.3 FM)
- KFAB, Omaha (1100 AM)
- KMA, Shenandoah, Iowa (960 AM)
- KWBE, Beatrice (1450 AM)
- KLIN, Lincoln (1400 AM)
- KOTD, Plattsmouth (1000 AM)
NON-ACADEMIC POLICIES

Affirmative Action and Non-Discrimination
Peru State College has no employment or education policy or practice that is discriminatory on the basis of individual characteristics other than qualifications for employment, quality of performance of duties, and conduct in regard to their employment, in accordance with Board policies and applicable law. Board Policy #5000, “Equal Employment Opportunity/Affirmative Action Guidelines, and #5001 “Non-Discrimination and citizenship Status.”

Peru State College believes that fostering diversity and respect for difference is a fundamental goal of higher educational institutions. Therefore, the College takes the unequivocal stance that the subordination of a person or a group based on race, color, creed, disability, marital status, national origin, race, sex, or sexual orientation, cannot be tolerated. Peru State College will take strong and effective steps to achieve a diverse learning environment and a workplace respectful to differences. Clear, fair, and effective policies will be formulated and communicated to all members of the campus community, and administration will respond promptly and consistently to complaints about any acts that violate those policies.

Sexual Harassment
It is the policy of Peru State College to provide a workplace free of tensions involving matters that do not relate to the College’s business. Harassment of students, employees, job applicants or any visitors to the campus by other employees or students are prohibited. Sexual harassment is a violation of state and federal law.

If an employee or student has reason to believe that they or another employee or student has been harassed, that person should report the violation to a supervisor or any administrative employee. All complaints reported will be kept confidential and will be promptly and thoroughly investigated. Disciplinary action will be taken immediately against the appropriate person(s) if the investigation reveals that harassment at work or on campus has taken place.

Alcohol and Drug Free Workplace
The illegal possession, use of drugs or alcohol by students and employees is a violation of College rules as well as State and Federal laws. Officers of the State Colleges are to cooperate with State and Federal agencies in the prevention of drug abuse. In satisfaction of this mandate and in order to fulfill its obligations under the Drug-Free Workplace Act of 1988, 41 U.S.C. ss701, and the Drug-Free Schools and Communities Act of 1989, 20 U.S.C. ss1145g, the Board has formulated standards of conduct for both its employees and its students which prohibit the following acts:

- Use, possession, manufacture, distribution or sale of illegal drugs or drug paraphernalia on college premises or while on College business or at College activities, or in College supplied vehicles either during or after work hours;
- Unauthorized use or possession or manufacture, distribution, or sale of a controlled substance as defined by the Federal Controlled substances Act, 21 U.S.C. 801 et seq, or Nebraska Drug Control Laws, Neb. Rev. Stat. 28-401 et seq, on College premises, or while engaged on College business or attending College activities, in College supplied vehicles, either during or after working hours;
- Unauthorized use, manufacture, distribution, possession or sale of alcohol on college premises while on College business or at College activities, in College supplied vehicles either during or after working hours;
- Storing in a locker, desk, vehicle, or other place on College owned or occupied premises, any unauthorized controlled substances, drug paraphernalia or alcohol;
- Use of alcohol off College premises that adversely affects an employee’s or student’s work or academic performance, or an employee’s or student’s safety or the safety of others;
• Possession, use, manufacture, distribution or sale of illegal drugs off College premises that adversely affects the employee’s work performance the student’s academic performance, or an employee’s or student’s safety of others;
• Violation of State or Federal laws relating to the unauthorized use, possession, manufacture, distribution or sale of alcohol, controlled substances or drug paraphernalia;
• In the case of employees—failure to notify an employee’s supervisor of an employee’s arrest or conviction under any criminal drug statute as a result of a violation of law which occurs at the State College workplace.

Policy on the Use and Distribution of Copyrighted Materials
Peru State College recognizes the importance of protecting the rights and authors, artists, performers and others in the creative works. The College also acknowledges that existing and developing technologies may facilitate purposeful and inadvertent infringements of copyright. The law extends copyright protection to works in traditional and electronic media, regardless of whether a copyright notice is affixed. To provide guidance to faculty, staff and students, Peru State College has adopted this Policy on the use of copyrighted materials.

It is the responsibility of each student, faculty member and staff member at Peru State College before copying a copyrighted work, to seek and obtain the copyright owner’s permission to copy the work, except in the limited circumstances that constitute “fair use” under Section 107 of the Copyright Act, as interpreted by the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Education Institutions” and the “Guidelines for Motion Picture and Television Off-Air Taping” and the “Fair Use Guidelines for Education Multimedia”. “Fair use” includes most instances in which an individual makes a single copy of a work for private study, private scholarship, or private research.

Peru State College requires each student, faculty member and staff member to obtain documentation of publisher or author permission to distribute or sell course-related materials in all formats. NOTE: The bookstore will not reproduce study packets for courses unless the faculty member responsible for the packet provides to the bookstore manager appropriate documentation of permission to copy the material.

The College Library contains all needed resources to help determine whether a particular use constitutes “fair use.” The Library Director will assist with requests for permission to use copyrighted works.

Peru State College Personnel
The Peru State College staff is available during the day if help is needed. Office hours are 8:00 AM-5:00 PM Monday – Friday. No office support is available during nights or weekends.

Students are welcome to set up appointments with an academic adviser by emailing that faculty member directly.

Program Information
Please contact the School of Education Office at 402-872-2244 for information related to program and course requirements. Adjunct faculty teaching for Peru State College must have their syllabi and text book requests approved prior to the start of the semester in which the course will be offered. Please submit your syllabus for approval to the Dean, School of Education, Peru State College, P.O. Box 10, Peru, NE 68421-0010.
Teachers share common traits, habits, and attitudes about teaching and learning, and hold similar values about individuals and society that we call “dispositions.” The following is a list of dispositions that Peru State College expects teacher education candidates to demonstrate.

Please complete this form ONLY if a teacher education candidate demonstrates a deficiency in one or more of these dispositions to the extent that it impacts the candidate’s admission to, and/or retention in, Teacher Education. Submission of this form requires the student’s signature, which verifies that you communicated with him/her to discuss one or more deficiencies, and that he/she is aware that the form is being submitted. A copy will be given to the candidate once this form is submitted. Thank you!

Candidate Name: _____________________________________  Major: __________________________

Indicate which disposition(s) are seriously deficient and provide an explanation for each below (or as an attachment)!

<table>
<thead>
<tr>
<th>Deficient</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The candidate independently seeks opportunities to engage in learning.</td>
</tr>
<tr>
<td></td>
<td>The candidate appreciates the importance of diversity and the impact diversity has in living a rich, full life. (D)</td>
</tr>
<tr>
<td></td>
<td>The candidate demonstrates self-direction and initiative in his/her learning and practice.</td>
</tr>
<tr>
<td></td>
<td>The candidate values his/her role as an educator.</td>
</tr>
<tr>
<td></td>
<td>The candidate values the roles of community and families in learning and developing. (D)</td>
</tr>
<tr>
<td></td>
<td>The candidate practices reflective and critical thinking.</td>
</tr>
<tr>
<td></td>
<td>The candidate values collaborative, cooperative, and inclusive learning environments. (D)</td>
</tr>
<tr>
<td></td>
<td>The candidate demonstrates professional responsibility.</td>
</tr>
<tr>
<td></td>
<td>The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment. (D)</td>
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<tr>
<td></td>
<td>The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.</td>
</tr>
<tr>
<td></td>
<td>The candidate fulfills responsibilities in a timely manner.</td>
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<tr>
<td></td>
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<td>The candidate demonstrates the expectations of Nebraska Rule 27 that identifies the standards of ethical and professional performance. (Nebraska Department of Education Rule 27)</td>
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</table>

(D) Refers to dispositions tied to diversity.

Explanation:

___________________________________________

Name of Evaluator (Print)  Signature and Date

Candidate: I have discussed this Disposition Deficiency Form with the evaluator and understand that this form is being submitted to the Dean of the School of Education. Submission of this form may impact my admission to, and/or retention in, Teacher Education.

___________________________________________

Name of Teacher Education Candidate (Print)  Signature and Date
Teachers share common traits, habits, and attitudes about teaching and learning, and hold similar values about individuals and society that we call “dispositions.” The following is a list of dispositions that Peru State College expects graduate candidates in Education to demonstrate.

Please complete this form ONLY if a graduate candidate demonstrates a deficiency in one or more of these dispositions to the extent that it impacts the candidate’s admission to, and/or retention in, the M.S. in Education program. Submission of this form requires the student’s signature, which verifies that you communicated with him/her to discuss one or more deficiencies, and that he/she is aware that the form is being submitted. A copy will be given to the candidate once this form is submitted. Thank you!

Candidate Name: _________________________________________  Major: ______________________________

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__________________________________________________________________________

Name of Evaluator (Print)  ___________________________  Signature

Candidate: I have discussed this Disposition Deficiency Form with the evaluator and understand that this form is being submitted to the Dean of the School of Education. Submission of this form may impact my admission to, and/or retention in, the M.S. in Education program.

__________________________________________________________________________

Name of Graduate Candidate (Print)  ___________________________  Signature
Incomplete Coursework Policy

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 completed substantially all 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 of the student, instructor, and 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 Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete. (College Catalog 08-10, p 58)

Incomplete Grade Completion Contract

Student’s Name

Student ID number

Course Number and Title

Course semester

Year

Reasons for Incomplete grade

Specific Requirements to be completed

Date requirements must be completed by

Student Signature

Instructor’s Signature

Dean’s Signature

Completed copies must be submitted with final grades to the Education Office
PERU STATE COLLEGE

COURSE GRADE CHANGE REPORT

Form must be completed in full!

Student Name ______________________________

Student ID# ________________________________

Course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
</table>

Semester:  
Fall 20_______
Spring 20_______
Summer 20_______

This authorizes the Student Records Office change this student’s grade for the above course from

______ to A B+ B C+ C D+ D EF UF I CR ENC UNC
(circle one)

(EF = Earned Failing; UF = Unearned Failing; I = Incomplete; CR = Credit; ENC = Earned No Credit; UNC = Unearned No Credit)

______________________________
Instructor’s Signature

______________________________
Date

______________________________
Dean’s Signature

______________________________
Date

10-17-2012