



Peru State College Graduate Catalog 2008 - 2009 Master of Science in Education

This catalog is intended to serve as a ready reference and provide guidelines for Master of Science in Education graduate students at Peru State College. It contains pertinent information regarding official policies, procedures and requirements for students seeking a Master of Science Degree in Education. Any inquiries or requests about the graduate program may be directed to gradprograms@peru.edu.

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, 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 VI, VII, IX and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru NE 68421-0010, (402) 872-2230.

The College reserves the right to repeal or amend rules, regulations, tuition and fees at any time and may withdraw, add to, or modify courses and programs.

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Graduate Programs Office
Peru State College
P.O. Box 10
Peru, NE 68421
1-800-742-4412 (Option 4) or 402-872-2314
Fax: 402-872-2413

The College World Wide Web Home Page address is:
<http://www.peru.edu/>

Accreditation

The graduate program leading to the Master of Science in Education at Peru State College is approved by the faculty, the President, the Nebraska State College Board of Trustees, the Nebraska Department of Education, NCATE and The Higher Learning Commission of the North Central Association of Colleges and Schools. It is designed to enable individuals to improve their knowledge and skills in curriculum and instruction, which may be applied in a wide variety of educational settings.

History

In 1867, the same year that Nebraska became a state, the new state's legislature established a training school for teachers at Peru. The school actually began on December 2, 1865, when its predecessor, Mount Vernon College, was organized by a group of early settlers who resolved to place the school under the "care and management of the Methodist Episcopal Church."

Colonel T.J. Majors, a leader during the Civil War and a state legislator, proposed that the school be made the state university. Although the offer was rejected, the state legislature on June 20, 1867, did accept the school as a "normal school" several months before the state university was established. For the next 38 years, the Peru school was the only teacher education institution in the state.

As the population of Nebraska's higher education institutions increased, the legislature extended the normal schools from two-year to four-year and authorized them to grant the degrees of Bachelor of Arts in Education, Bachelor of Science in Education, and Bachelor of Fine Arts in Education. In 1963, Peru's name was changed to Peru State College.

When the United States entered World War II, the College trained officers for the armed forces. The first of an eventual 500 men in the Navy's V-12 program arrived on campus July 1, 1943. The College operated an accelerated program for both civilian students and naval trainees.

In 1949, the legislature authorized the Nebraska State College to confer the Bachelor of Arts degree. The Bachelor of Science degree was authorized in 1965. In 1986 the Board of Trustees approved a Master of Science in Education program at Peru State College and in the summer of 1987 the first classes were offered.

Emerging from its role as a single-purpose teachers' college, the College is now a regional state college offering a wide variety of programs to meet the changing needs of southeast Nebraska and beyond.

Mission Statement

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.

School of Education

The School of Education, in conjunction with the Graduate Programs Office, offers coursework leading to the Master of Science in Education (MSED) with a major in Curriculum and Instruction, coursework for non-degree seeking students, and coursework for teacher recertification candidates. The MSED is offered in two formats. The first is a nineteen-month, completely online, e-cohort format with no live meetings. The second format is a completely online format that utilizes five (5) eight-week sessions per year to allow students to progress more gradually toward their degree.

Master of Science in Education Degree Overview

Degree

Master of Science in Education
Curriculum and Instruction

The Master of Science in Education degree is designed for certified teachers who wish to strengthen their knowledge and skills in teacher education. The courses and experiences required for the program provide opportunities to explore concepts related to curriculum and instruction that positively impact instructional efficacy and the learning environment.

Accreditation

Nebraska Department of Education
National Council for the Accreditation of Teacher Education
The Higher Learning Commission of the North Central Association of Colleges and Schools

Hours Required

Thirty-six (36) credit hours are required.

Admission Requirements

- Completed application form (*online*);
- Official transcript of conferred bachelor degree from an accredited institution with a GPA of at least 3.0;
- Two recommendations using PSC recommendation forms, with one from an immediate supervisor or principal. Forms may be found on the Graduate Programs web site under Forms & Documents;
- Copy of Teaching Certificate;
- Professional Resume; and
- Completion of online orientation.

The Program

The Major Core in Curriculum and Instruction

21 hours

All students are required to successfully complete the following coursework at Peru State College. No course substitutions or transfer credits are acceptable for the following core coursework.

Course	Course Number	Course Name	Credit Hours
Educ	512	Technology and Mediated Instruction	3
Educ	600	Sociology of Education	3
Educ	601	Study Design and Data Collection	3
Educ	602	Statistical Methods and Data Analysis	3
Educ	605	Cognition and Learning	3
Educ	621	Curriculum Development	3
Educ	623	Assessment of Instruction (<i>Capstone Course</i>)	3

Elective Coursework and Certificate of Achievement

9 hours

Students complete three (3) 500-level courses to fulfill the elective coursework requirement. Students may complete coursework to receive a Certificate of Achievement in the following content areas: Classroom Behavior and Management (CBM), Instructional Mastery (IM), or Instructional Technology (IT).

Application of Theory/Advanced Elective Courses

6 hours

Students with minimal professional experience in the emphasis area may complete an additional six hours of internship, thesis, and/or practical project credit. Those with significant experience may elect to complete two additional courses in advanced topic areas. Students with approved transfer credit may apply such credit to this area. Plan to discuss your options with your advisor as part of your application for admission to candidacy.

LiveText Candidate Portfolio

Students purchase a subscription to LiveText as part of the MSED degree requirements. Throughout the coursework, students use LiveText to submit required coursework, submit their evolving version of their graduate portfolio at Admission to Candidacy, and submit their completed portfolio for final review as part of graduation requirements. All required sections of the portfolio must be completed as part of the program completion.

*Exceptions for E-Cohort Students

Students participating in the *online e-cohort option*, in lieu of the semester-based online program, are required to complete the coursework as designated within the respective e-cohort in the order the course sequence is provided. Students do have the option of taking two elective courses within the e-cohort structure; students can transfer six (6) approved graduate credit hours to fulfill the six (6) hour requirement in the e-cohort, take additional coursework requirements, or complete their choice of an Action Research Project, Thesis, or Internship.

**Switching from Other PSC Course Format to E-Cohort Format

Students are generally not allowed to switch from the online format to the e-cohort format due to space limitations and quality control issues for each e-cohort. Students may petition the Dean of Graduate Programs to be allowed to join an e-cohort already in progress, and requests will be reviewed on a case-by-case basis.

Requirements for the Master of Science in Education Degree

CHECKPOINT #1: Admission to Peru State College

The criteria and materials listed below must be submitted by degree-seeking candidates prior to the completion of the first semester of coursework. Decisions regarding full graduate standing will be based upon these criteria and materials. Applicants will be provided notice of their conditional or full admission by written communication. Each applicant will be considered for admission without reference to race, color, religion, gender, nationality, disability, age, marital status, or sexual orientation. Those students admitted on a conditional admit status and displaying successful competency by completion of 12 hours with a 3.0 or higher grade point average will be changed to full admit status upon approval by the Dean of Graduate Programs. Following are the criteria and materials that must be submitted in order to be admitted to the graduate program:

- Completed application form;
- **Official transcript verifying possession of an earned baccalaureate degree from a regionally accredited college or university. Full admission requires an overall minimum grade point average of 3.00 in a 4.00 system. If the student wants to have a transcript evaluated for transfer graduate credit, that transcript must also be submitted, and the student must contact the Dean of Graduate Programs to request transfer credit consideration;**
- Two recommendation forms addressing personal qualifications and potential for graduate school success, including one from a direct supervisor;
- Professional résumé; and
- Completed online orientation.

CHECKPOINT #2: Admission to Graduate Candidacy

Between the completion of 18 to 24 hours of graduate study (which must include Educ 512, Educ 600, and Educ 601), candidates shall submit the Application for Admission to Candidacy to the Graduate Programs Office, Peru State College, PO Box 10, Peru, NE 68421. At this program checkpoint, the candidate is expected to:

- be fully admitted to Peru State College;
- maintain a grade point average of 3.0 or higher; and
- submit a plan and Program of Study form for remaining coursework with the approval of the Dean of Graduate Programs.

CHECKPOINT #3: Completion of Program and Conferring of Degree

Candidates submit the Application for Graduation and the associated fee to the Graduate Programs Office, Peru State College, PO Box 10, Peru, NE 68421 at the appropriate deadline dates.

March 1 – For students who plan to graduate the following December

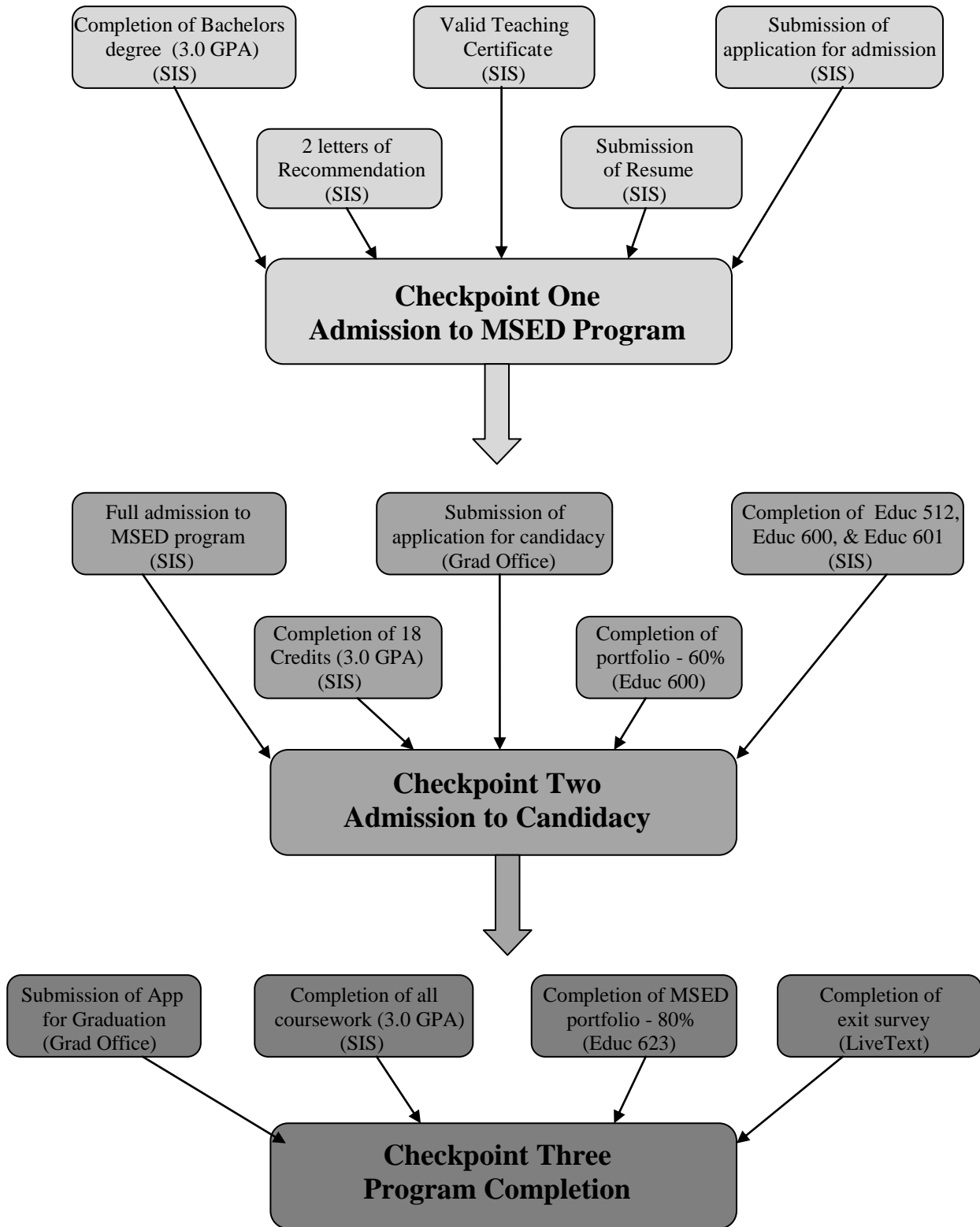
October 1 – For students who plan to graduate May or August of the following year

At this final program checkpoint, the candidate is expected to:

- submit an Application for Graduation form and associated fee.
- successfully complete all coursework, as verified and approved by the Dean of Graduate Programs;
- submit student's LiveText portfolio for graduation approval (minimum of 80%).
- complete Exit Survey.

Graduation dates follow the last day of each semester/summer term in May, August, December. Peru State College holds one commencement ceremony in May. August graduates may participate in the prior or following May commencement ceremony. December graduates may participate in the following May commencement ceremony.

MSED Program Transition Checkpoints Flowchart



Academic Policies and Guidelines

Academic Probation and Suspension

Academic Probation: Students with a cumulative grade point average (GPA) below 3.0 at the close of a semester, regardless of the number of attempted hours, are placed on academic probation. Students on probation must obtain a minimum 3.0 GPA for each successive semester of attendance (continued probation) until the required cumulative GPA of 3.0 or higher has been achieved. Students must attain the 3.0 GPA within two semesters of academic probation or the student will be suspended. Students must also re-take any course that received a grade below a “C.” Students who have more than two courses with grades below a “C” will be suspended from the program.

Academic Suspension: Students are withdrawn from the program and may not take Peru State College graduate courses for credit towards a graduate degree. Students may reapply for admission with the permission of the Dean of Graduate Programs after one semester of academic suspension. The Dean will determine the conditions to be met for acceptance back into the program.

Action Research Project

In consultation with the Dean of Graduate Programs, a student may develop a proposed action research project to be carried out in an approved setting as part of the Application of Theory/Advanced Elective Courses requirements. The project must be approved by the Dean of Graduate Programs. Requirements for the research project may be found on the Graduate Programs web site.

Advisor

The primary advisor for all MSED degree-seeking students is the Dean of Graduate Programs.

Catsonline

Catsonline is the official website link for all Peru State College students in regard to individual student records, registering for classes, reviewing financial aid, personal, and graduation information; viewing unofficial transcripts, viewing student schedules, grades, and account information, and making credit card payments. All students are highly encouraged to visit the website at <http://catsonline.peru.edu/> at the onset of their entrance to Peru State College. Students use their Student Identification Number (SID) and their personal PIN for access.

Certificates of Achievement

Students may select to complete a Certificate of Achievement as part of their degree program. Certificates include Classroom Behavior and Management (CBM), Instructional Technology (IT), and Instructional Mastery (IM). Certificates of Achievement are not endorsements.

Degree Completion Time Limit

All requirements for the Master of Science in Education degree must be met within seven years from the date the student begins her/his first graduate course which applies toward his/her degree at Peru State.

Disposition Policy

MSED graduate candidates will be assessed on the PSC Dispositions once within the program, through the implementation of the **Disposition Assessment Form**. This occurs within EDUC 623 - Assessment of Instruction. The field experience supervisor evaluates each candidate as part of completion of the experience. This allows the School of Education to have disposition data for each candidate within his/her program, and is used to identify where each graduate candidate stands in relation to the dispositional characteristics. Data from these forms will be documented in the students' files. Should serious deficiencies occur, any faculty instructor, supervisor, or staff may complete and submit a **Disposition Deficiency Form**. This form is used only when a serious deficiency in one or more dispositions is observed, to the extent that the candidate's admission to, or retention in, the MSED program is questioned.

This deficiency form is submitted to the Dean of the School of Education. The Dean files the form within the candidate's folder and checks for previous deficiency notifications. Should a candidate receive two deficiency notices from two separate individuals, the folder will be forwarded to the Teacher Education Admission and Retention Committee for consideration, and the candidate will be required to meet with the Committee to petition his/her ability to be admitted and/or retained in the MSED program. The steps to be followed are listed below.

1. The graduate candidate will be provided with copies of the deficiency forms that indicate areas of serious concern. A formal meeting of the Teacher Education Admission and Retention Committee will be called.
2. The chairperson of the Teacher Education Admission and Retention Committee shall inform the graduate candidate the meeting's date, time, and location. The graduate candidate may choose to attend the meeting and provide information he or she feels is relevant. In the case of a student teacher living or working out-of-state, a telephone conference may take place with the Teacher Education Admissions and Retention Committee.
3. The Committee may select one of the following options:
 - a. continuation in MSED program, with a stern written and verbal warning that subsequent deficiencies will result in disenrollment from the program;
 - b. continuation in MSED program but on probationary status, with a requirement that the candidate complete a remediation plan or program within an identified time frame;
 - c. termination from the Peru State College MSED program.

If termination is recommended, the Dean of the School of Education shall make the final decision regarding removal of a graduate candidate from the program. A written statement of the Dean's decision will be communicated to the graduate candidate. All decisions will be committed in writing to the graduate candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter. A student who has been removed from the MSED program will be readmitted only after applying and receiving permission from the Teacher Education Admission and Retention Committee. The graduate candidate must present compelling evidence that the past problems will not recur. The Dean of

Graduate Programs will be provided with information regarding all such actions to be included in the student's academic record.

School of Education Dispositions

- The candidate independently seeks opportunities to engage in learning.
- The candidate appreciates the importance of diversity and the impact diversity has in living a rich, full life.
- The candidate demonstrates self-direction and initiative in his/her learning and practice.
- The candidate values his/her role as an educator.
- The candidate values the roles of community and families in learning and developing.
- The candidate practices reflective and critical thinking.
- The candidate values collaborative, cooperative, and inclusive learning environments.
- The candidate demonstrates professional responsibility.
- The candidate's decisions, interactions, and behaviors positively impact the culture and climate of the learning environment.
- The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.
- The candidate fulfills responsibilities in a timely manner.
- The candidate is punctual and dependable.
- The candidate demonstrates honesty and integrity.
- The candidate demonstrates the expectations of the State that identifies the standards of ethical and professional performance. (i.e. Nebraska Department of Education Rule 27)

E-cohort Program

Students enrolled in the e-cohort program generally choose to do so to complete their work in an accelerated program which allows for camaraderie with other members of the e-cohort. There are no live meetings in the e-cohort program; all courses are completed entirely online.

Financial Aid

Graduate students are not eligible for grants; however, they can apply for Stafford student loans. Stafford loans have a variable interest rate that is set on July 1st of each year. Repayment begins 6 months after the student exits school or drops below one-half time enrollment. Students must be enrolled for at least 6 credit hours per semester to apply for Stafford loans. The Fall Semester includes classes from August to December. The Spring Semester includes classes from January to May. The Summer term includes classes from May to August. Students are encouraged to register for all fall classes prior to the beginning of the Fall Semester and all spring classes prior to the beginning of the Spring Semester to avoid processing delays. More information on financial aid utilizing information found on the Graduate Programs web site.

Grade Appeals

Students who disagree with the assignment of a final grade by an instructor may file an appeal under the following procedures. The Dean of Graduate Programs shall be informed of all grade appeals by the respective Academic Dean.

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

The student must attempt to resolve the matter directly with the instructor through a conference via email, telephone or in person 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 (See section 2 below.)

2. 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 dean no later than the 20th day of college instruction during the following academic term. The student must describe the appeal, identify which of the three 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 dean will consider the appeal and documents formally submitted by the student.
- b. 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. 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. Faculty 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.

Grades

The degree-seeking student shall maintain a grade point average of no less than 3.0 and a grade of "C" or higher in all courses on the Program of Study. A maximum of 6 hours of "C" will be accepted on the approved Program of Study. Unofficial transcripts of grades may be found at <http://catsonline.peru.edu/>.

Graduate Candidacy

Graduate candidacy is the checkpoint at which the academic qualifications of students are evaluated to ensure student performance meets the academic and professional standards set forth by Peru State College. All students must make official application for admission to graduate candidacy in the MSED program between 18 and 24 hours of successful coursework. MSED students must complete Educ 512, Educ 600, and Educ 601 as part of the requirement to achieve candidacy. Students must also maintain a 3.0 grade point average and meet all other requirements for admission to Peru State College to be admitted to candidacy. *Please review Checkpoint #2 on page 6 of this document for complete details.*

Graduation Application Filing

Students must file a formal application for graduation and the application fee to the Graduate Programs Office in accordance with the following schedule:

March 1 – For students who plan to graduate the following December

October 1 – For students who plan to graduate May or August of the following year

Incomplete Grade Policy

To designate a student's work in a course as incomplete at the end of a term, instructors use the incomplete grade (I). Students may receive this grade, however, 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 a majority 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 student and faculty signatures. The faculty member will record an incomplete (I) on the end-of-the-semester grade sheet.

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. If the student agrees to complete required work prior to the normal deadline for making up an incomplete—the end of the subsequent semester—this date must appear in the contract. The Dean of Graduate Programs, 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 Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

INS (In-service)

Courses with the INS prefix are **not** designed to be used in the Graduate program.

Internship

A student may select to propose an internship that will allow him/her to apply advanced concepts from the graduate program. The internship is arranged by the individual and must be approved by his/her faculty mentor and the Dean of Graduate Programs, as evidenced by the completion of the Internship packet of documents. A minimum of 40 hours is to be completed for each credit hour of internship that the student selects to complete. A final substantial reflective paper that demonstrates the knowledge and skills gained in relation to the focus of the program is required. Complete requirements for the internship may be found on the Graduate Programs web site.

LiveText Candidate Portfolio

Students entering the Master of Science in Education program are required to purchase a membership in LiveText, complete training sessions in the use of LiveText, and develop an electronic portfolio. The portfolio contains artifacts and reflections as required in each of the courses of their program. These artifacts represent mastery of specific standards. All students are required to complete an online orientation.

Students are introduced to LiveText and are given specific instructions for purchasing the program during coursework for Educ 512 – Technology and Mediated Instruction.

Checkpoints are used to evaluate student progress in the portfolio process. Students submit their portfolio two times during their program to assess the progress and quality of their portfolio. These occur in relation to meeting requirements for Candidacy and Graduation. The first assessment of the portfolio occurs in Educ 600 - Sociology of Education; the second and final assessment of the portfolio occurs in Educ 623 - Assessment of Instruction. *Please refer to Checkpoint #2 on page 6.*

Although instructors are required to assess the artifacts, standards, and reflections required in their specific courses, students are ultimately responsible for the completion of all aspects of their portfolios. As part of the graduation requirements of the Master of Science in Education program, all portfolios must attain a minimum final evaluation score on the Portfolio Rubric (provided at end of catalog) which is at, or above, the acceptable level of performance (80%).

Readmission to the Graduate Program

Readmission is for students who have previously attended PSC but have interrupted their enrollment for a period of one year (summer session excluded). Students 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 College 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.

Residency

A residency is not required for the MSED degree; the coursework is completely online. However, a minimum of 30 hours of graduate course work taken through Peru State College must be included in the student's program of study.

Student Classifications

Graduate Student

A student pursuing a Program of Study leading to a Master of Science Degree is a graduate student. To be classified as a graduate student, a student must meet the requirements for admission to Graduate Programs.

Non-degree Seeking Student

An individual holding an undergraduate degree from an accredited four-year institution and not seeking an advanced degree is a non-degree seeking student. Non-degree seeking students may enroll in graduate courses with the approval of the Dean of Graduate Programs.

A **non-degree seeking student** may apply in writing to the Dean of Graduate Programs for permission to change to a degree program. The Dean of Graduate Programs will review the student's previous work and decide the applicant's acceptability.

Student Class Loads

Post-masters students not working toward a degree may carry an overload with the permission of the Dean of Graduate Programs. Overload is defined as:

1. more than 6 credit hours in one 3-week session; or
2. more than 12 credit hours in the 9-week summer term; or
3. more than 9 credit hours in one 16-week Fall or Spring semester.

No student who has completed fewer than 12 hours of graduate level work may carry an overload. Students who have completed 12 or more hours of graduate-level work may be granted permission to carry an overload if they meet the following conditions:

1. cumulative graduate grade point average of 3.5 or higher;
2. graduate Program of Study on file in the Graduate Programs Office;
3. approval of the Dean of Graduate Programs (memo of approval must be in the student's file in the Graduate Programs Office).

Thesis

In consultation with a Faculty Mentor and as approved by the Dean of Graduate Programs, a thesis is a formal research of a topic related to the student's field of interest. It can conform to a wide variety of formats such as experimental, descriptive, or historical format, and is presented in the standard APA (American Psychological Association) five-chapter research configuration. Unlike an Action Research Project, the focus of the endeavor will not be the participant's own teaching situation. Permission to complete the study shall be requested through the Dean of Graduate Programs, who carries final approval authority for the project. Requirements for the thesis are located on the Graduate Programs web site.

Transcripts

Unofficial transcripts of grades may be found at <http://catsonline.peru.edu/>. Transcripts are not issued to students who have financial obligations to the College or to students who have holds on their academic records. Transcript requests shall be made in writing to the Student Records Office. The web site link is <http://www.peru.edu/studentrecords/TranscriptRequest.htm>.

Transfer Policy

Graduate credits earned at another accredited graduate institution may be applied toward the Master of Science Degree provided: (1) the hours are of grade "B" or above; (2) the credits would count toward a graduate degree program at the institution where earned; and (3) the credits have been approved by the Dean of Graduate Programs. Credits taken at Peru State College prior to admission to the graduate program must fall within the 7-year time frame allowed for program completion; however, exceptions may be allowed according to the Nebraska State College System Board policy. Transfer credits are only applied toward elective credits within the program. A maximum of six (6) transfer credits may be applied toward the degree requirements. Students request permission from the Dean of Graduate Programs for approval of transfer credits to be applied to a program of study. The Dean of Graduate Programs retains the right to request a student to provide course descriptions/syllabi for the courses being considered for transfer. *All transfer credit requests must be submitted during the initial admissions phase and prior to beginning the program of study.*

Circumstances might warrant the approval of transfer credit that is earned through Professional Development Programs within the P-12 school systems or state Intermediate Education Agencies. These exceptions will require documentation of what constitutes transfer credit for the graduate program and can be approved only by the Dean of Graduate Programs. This credit will still need to fall within the 7-year time frame allowed for program completion and can only be applied toward elective credits. *In-service workshops or credits, however, cannot be used toward a program of study.*

Withdrawal From Courses

All graduate students should be aware of the following schedule for dropping and adding of courses. Students may use the CatsOnline feature to drop and add courses.

Regular 16-Week Semester:

First Week	100% refund
Second thru Eighth Week	50% refund
After the Eighth Week	No Adjustment

8-Week Session:

First Week	100% refund
Second thru Fourth Week	50% refund
After Fourth Week	No Adjustment

E-Cohort:

First Day	100% refund
After First Day	No Adjustment

There will be no pro-rating of charges should a student decide to completely withdraw from the e-cohort program. After the first day of class, there is no reduction in charges and no refund to the student.

Guidelines for Educ 695 - Graduate Internship **(3-6 credit hours)**

Prerequisite: Educ 601-Study Design and Data Collection and substantial completion of the program (normally 27 hours)

A student may select to propose an **internship** that will allow him/her to apply the concepts from the graduate program. The internship will need to be arranged by the individual and approved by the Dean of Graduate Programs, as evidenced by the completion of the internship packet of documents. A minimum of 40 hours is completed for each credit hour of internship that the student selects to complete. A final reflective paper that demonstrates the knowledge and skills gained in relation to the focus of the program is required. Complete requirements for the internship can be found on the Graduate Programs web site.

The requirements for completion of the Graduate Internship are as follows:

1. Student completes the required research course, Educ 601 - Study Design and Data Collection.
2. Student completes the major part of the program (normally 27 hours).
3. Student consults with the Dean of Graduate Programs to arrange internship opportunity.
4. Student discusses the timeline for the completion of the internship.
5. Student submits initial internship paperwork to the Dean of Graduate Programs for approval of placement.
6. Student completes internship, as identified from placement documentation, and keeps a log of hours and activities.
7. Student arranges an appointment via phone or in person with Dean of Graduate Programs at the end of the internship experience to discuss the internship and its impact in the student's development. At this time, all remaining documentation (time logs, Internship Evaluation, and Reflective Paper) should be submitted.
8. Dean of Graduate Programs reviews internship materials, determines whether further revision is needed or if paper merits completion and a final grade, and submits grade to the Student Records Office.
9. If the Internship is not completed during a regular grading period, the Dean of Graduate Programs may recommend a grade of "Incomplete."
 - a. The student and Dean of Graduate Programs must complete a contract for "Incomplete" coursework indicating the reasons for the "Incomplete" grade and describing the work remaining before a letter grade may be assigned for Educ 695.
 - b. The Dean of Graduate Programs submits a grade of "Incomplete" to the Student Records Office.
 - c. All unfinished work for the Graduate Internship must be completed and the grade submitted to the Student Records Office within the next academic term (not including summer session).

PERU STATE COLLEGE GRADUATE PROGRAMS

GUIDELINES for COMPLETING A THESIS (3-6 Credit Hours)

Educ 696/697 Prerequisite: *Permission of the Dean of Graduate Programs*

A student may select to propose to complete a **Thesis** which involves a formal research of a topic related to the student's field of interest. It can conform to experimental, descriptive, or historical approaches, and is presented in the most current standard APA (American Psychological Association) five-chapter configuration. Unlike an Action Research Project, the focus of the endeavor will not be the participant's own teaching situation. The student's Faculty Mentor and the Dean of Graduate Programs grant approval of the project.

The requirements for completion of the Master of Science Degree Thesis are as follows:

1. Students are encouraged to complete the required research courses, Educ 601 - Study Design and Data Collection and/or Educ 602 - Statistical Methods and Data Analysis.
2. Student completes the major part of the program (normally 27 hours).
3. Student consults with the Dean of Graduate Programs to arrange for a Faculty Mentor and to discuss potential topics and procedures for the Thesis. The Faculty Mentor oversees the thesis process.
4. Student discusses the timeline for the completion of the Thesis with his/her Faculty Mentor.
5. Student submits a copy of the written proposal describing the Thesis (APA style) to the Faculty Mentor.
 - a. Statement of essential topic (e.g., thesis statement) and rationale for the Thesis
 - b. Brief, preliminary review of literature
 - c. Description of procedures to be followed, including the timeline with estimated completion date
 - d. Description of population (if applicable)
 - e. Assessment strategies
 - f. Projected conclusions (i.e., hypothesis), if applicable
6. Faculty Mentor arranges a meeting with the student to review proposal and note corrections and suggestions. The revised proposal is submitted to the Dean of Graduate Programs to determine if project is exempt from the Institutional Review Board (IRB) process. If the project is exempt, the student proceeds under the direction of the Faculty Mentor. If IRB approval is necessary, the Board will consider the proposal and may request additional information. If the project is not approved by the IRB, the student returns to Step #3 and proceeds with the approval process. When approved, the Faculty Mentor notes this on the Permit to Register Form.

7. Faculty Mentor accepts the proposal, signs and submits it to the Dean of Graduate Programs for approval. The Dean of Graduate Programs signs the Permission to Register Form and places it in the student's file.
8. Student discusses the proposal with the Faculty Mentor, making necessary additional adjustments.
9. Student begins the Thesis. Student meets with the Faculty Mentor at regularly- scheduled sessions. It is the responsibility of the Faculty Mentor to monitor progress.
10. Student presents the completed Thesis to the Faculty Mentor for review and possible recommendation of revisions.
11. Student revises if necessary.
12. Student submits a copy of the final Master of Science Degree Thesis to the Faculty Mentor.
13. Faculty Mentor reviews the completed thesis and approves or rejects the completed thesis.
14. The Faculty Mentor meets with the student to revise and resubmit for final approval to the Dean of Graduate Programs who will sign the Thesis Acceptance Form indicating final paper approval.
15. When approved, Faculty Mentor submits the final Master of Science Degree Thesis and the Acceptance Form to the Dean of Graduate Programs.
 - a. Final Thesis is archived in the Graduate Programs Office.
 - b. Thesis Acceptance Form is placed in the student's file in the Graduate Programs Office.
16. The Faculty Mentor signs the appropriate document recommending a final grade to the Dean of Graduate Programs.
17. The Dean of Graduate Programs submits the final grade to the Student Records Office.
18. If the thesis is not completed during a regular grading period, the Faculty Mentor may recommend a grade of "Incomplete."
 - a. The student and Faculty Mentor must complete a contract for "Incomplete" coursework indicating the reasons for the "Incomplete" grade and describing the work remaining before a letter grade may be assigned for Educ 696/697. The contract is submitted to the Dean of Graduate Programs.
 - b. The Dean of Graduate Programs submits a grade of "Incomplete" to the Student Records Office.
 - c. All unfinished work for the Master of Science Degree Thesis must be completed and the grade submitted to the Student Records Office within the next academic term (not including summer session).

Guidelines for Educ 696/697 - Thesis/Action Research Project (3-6 credit hours)

Educ 696 Prerequisite: Educ 601 - Study Design and Data Collection and substantial completion of the program (normally 27 hours)

Educ 697 Prerequisite: Educ 602 - Statistical Methods and Data Analysis and substantial completion of the program (normally 27 hours)

The **Action Research Project** is a scholarly work that does not necessarily conform to the format of a thesis. The Action Research Project should relate to the student's area of interest and professional practice, and should represent the culmination of the program. It may consist of an approved research project or alternative, e.g., a grant application and implementation. The Dean of Graduate Programs grants approval of the project.

The criteria as identified in the approved description include:

- a. It does not necessarily conform to the format of a thesis. One implication that might be derived from this statement is that the format ordinarily ought to be that of a thesis.
- b. The Action Research Project should relate to the student's practitioner status.
- c. The Action Research Project should reflect current research.
- d. The Action Research Project should constitute a major experience in the Master of Science Degree program. Items a, b, and c above indicate that some review of current literature in the student's area of emphasis would be incorporated into a major experience.
- e. The Action Research Project should be directly applicable to Educational practice. Since the Master of Science Degree in Curriculum and Instruction is an Education-oriented degree, the project should be directed toward improving the instructional or curricular effectiveness of the student's institution or profession and/or contributing to the knowledge base of the Education profession.
- f. The Action Research Project represents the culmination of the program. Along with the prerequisites cited above, the intention is for this project to be completed near the end of the program. Some judgment needs to be exercised by the Faculty Mentor in determining what constitutes "near the end," but the ordinary time for registering for the project would be after completing a minimum of 27 hours of the approved program.

Action Research Project Process for Completion

Following are the steps to be taken as a graduate student works toward completion of the Action Research Project:

1. Complete Educ 601 - Study Design and Data Collection. In this course you become knowledgeable regarding how to write the first three chapters of your research paper, following APA guidelines.
2. Complete the *Permission to Register* form required for the action research project (Educ 696). Submit the form to the Dean of Graduate Programs who will arrange for your registration in the course and request a Faculty Mentor be assigned to oversee your project. **Written permission from your school district to conduct such research must be included with your proposal.**
3. After your first three chapters have been reviewed by your Faculty Mentor and returned to you with Faculty Mentor approval, submit the project to the Dean of Graduate Programs for review and approval.
4. Retain the submitted copy of your first three chapters along with the Dean of Graduate Programs Office for yourself, and submit a copy of each to your Faculty Mentor.
5. Your Faculty Mentor is your advocate. Keep in touch and communicate frequently as you complete your paper. Discuss the guidelines of the Action Research Project with your Faculty Mentor. Discuss topic, procedures, and timelines with your Faculty Mentor. Your Faculty Mentor will provide you with further information about the process for doing the research and writing Chapters 4 and 5. Examples will be provided. Begin your research project. Get permission in writing from your administrative staff to do this research project. Submit a copy of your research process permission letter to your Faculty Mentor for your file. Continue to confer with your Faculty Mentor during the process.
6. Register for the second Action Research Project course (Educ 697) as soon as your Faculty Mentor gives you permission. Typically, this is done after you have had your program proposal approved and after you have completed 27 hours in the masters program. You should register for the course during the term in which you will complete your project and the writing of your report.
7. When your research is completed, collaborate with your Faculty Mentor as you complete Chapters 4 and 5. Your Faculty Mentor will make suggestions.

9. Suggested format for your final completed paper:
 - a. Cover page
 - b. Action Research Project Completion Form
 - c. Abstract – a one-page summary of your study. Look in the current APA manual for samples and suggestions on how to write the abstract.
 - d. Table of Contents (List the items with appropriate page numbers)
The Table of Contents should be double-spaced. You may use dots (periods) to indicate page numbers as in the example:

Chapter I.....	2
Chapter II.....	6
 - e. Chapter 1, 2, 3, 4, and if applicable, 5
 - f. References
 - g. Appendices
 - h. Permission to do research letter from your school district

10. Once your project report has been approved, you submit a final copy of your Action Research Project paper to Peru State College. That copy should be in a three ring binder or spiral bound. The copy should be submitted to the Graduate Programs Office along with the completed paperwork and grade report.

11. In the event that the Action Research Project is not completed during a regular grading period, the Faculty Mentor may recommend a grade of “Incomplete.”
 - a. The student and Faculty Mentor must complete a contract for “Incomplete” coursework indicating the reasons for the “Incomplete” grade and describing the work remaining before a letter grade may be assigned for Educ 696/697. The contract is submitted to the Dean of Graduate Programs.
 - b. The Dean of Graduate Programs submits a grade of “Incomplete” to the Student Records Office.
 - c. All unfinished work for the Master of Science Degree Thesis must be completed and the grade submitted to the Student Records Office within the next academic term (not including summer session).

Guidelines for Taking Courses

Guide to Course Listings

Courses numbered 500-599 are for graduate students and qualified upper-division undergraduate students. An upper-division student who meets the following criteria may take a 500-level course for undergraduate credit:

1. Sufficient preparation:
 - a. at least 15 hours of work in the discipline in which the course is being offered with a minimum of 3.0 GPA; and
 - b. An overall GPA of at least 3.0.

OR

2. Permission of the Dean of Graduate Programs.

Undergraduate students within 12 hours of completing degree requirements may take 500- level courses for graduate credit if they meet all other requirements for admission to the graduate program. Six hours taken in this status may be used to fulfill either the Bachelor of Science degree or Master of Science degree, not both.

Courses numbered 600-699 are available to graduate students only.

Special Courses

590 Workshops
597 Directed Studies
598 Special Topics
599 Independent Studies
699 Independent Studies
INS In-Service

Course Descriptions

Coll 501 Admission to Graduate Study (0 hours)

When this course is listed on a student's transcript, the student has been admitted to Peru State College and is allowed to enroll in graduate-level courses.

Coll 601 Admission to Candidacy (0 hours)

When this course is listed on a student's transcript, the student has successfully completed the requirements for Admission to Candidacy and is allowed to enroll in upper-level courses.

Prerequisite: Educ 512, Educ 600, Educ 601

Educ 505 Diversity in Education (3 hours)

Diversity in Education is a course designed to give teacher candidates a strong background in the conceptual, theoretical and philosophical issues surrounding diversity in educational settings. Course content will offer the opportunity for students to adopt a philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and will explore notions of equity that will provide students with the information they need to create learning environments that are free of bias and provide a high quality education to all students.

Prerequisite: Graduate Standing

Educ 510 Current Issues in Education (3 hours)

This course will provide participants with current information about a multitude of topics relating to educational programs and institutions. Issues include topics related to student and instructor rights and responsibilities, effective instructional and management strategies, legal aspects of providing an education, and employee accountability.

Prerequisite: Graduate Standing

Educ 512 Technology and Mediated Instruction (3 hours)

This course will provide participants with a solid understanding of educational technology and how to integrate computers and instructional technology into an educational environment. Students will research current educational issues related to instruction and learning with technology. Students will reflect on standards-based instruction through the application of the ISTE NETS-T and PSC Graduate Conceptual Framework.

Prerequisite: Graduate Standing

Educ 520 Moving from Discipline to Self-Discipline: A Developmental Approach (3 hours)

This course is designed to provide classroom teachers the opportunity to take a three hour graduate level course which will examine the key issues of classroom management as well as provide a model for teaching self discipline skills to students. Research on key aspects of classroom management strategies will be analyzed.

Prerequisite: Graduate Standing

Educ 530 Contemporary Instruction: Theory to Practice (3 hours)

This course is designed to provide the professional educator with opportunities to test educational theory and apply best practices in actual classrooms. The course should enhance and further develop the knowledge, skills, and dispositions of effective teaching. The five propositions of accomplished teaching (as defined by the National Board for Professional Teaching Standards - NPBT) will be analyzed and their applications investigated within working classroom environments at the elementary and secondary levels.

Prerequisite: Graduate Standing

Educ 533 Classroom Management & Leadership (3 hours)

This course encompasses the role of management and leadership in the classroom as a system

that is inter-linked with the individual, class, school, community, state, etc. Research on key aspects of management and/or leadership styles will be analyzed.

Prerequisite: Graduate Standing

Educ 540 The Master Teacher (3 hours)

This is a course for classroom teachers who wish to analyze their teaching styles and methods to improve their repertoire with additional methods of teaching. Teachers will do micro-teachings in their subject, participate in critiques of micro-teachings, and learn and practice new methods.

Prerequisite: Graduate Standing

Educ 542 Supervision of Student Teachers (3 hours)

The thrust of this course will be to provide classroom teachers the opportunity to learn a systematic process of supervising student teachers based on scientific knowledge and theoretical constructs. Supervision of teachers will be discussed, supervisory conferences will be explored, and evaluation models will be developed.

Prerequisite: Teacher Certification and employment in a school system.

Educ 551 Advanced Software Applications (3 hours)

This course will provide participants with an advanced understanding of computer operating systems, word processing, spreadsheet, and database programs in relation to an educational setting. The course is project-based and emphasizes how these programs can be applied in educational settings to improve instruction and the learning process. The course will also provide an introduction to Web page design.

Prerequisite: Graduate Standing

Educ 552 Introduction to Multimedia Authoring (3 hours)

This course is designed to provide participants with the knowledge and skills associated with the principles of multimedia, and the means whereby they can utilize their knowledge and skills effectively in an educational setting. Through a variety of project-base learning experiences, students will explore the hardware and software related to multimedia authoring.

Prerequisite: Graduate Standing

Educ 553 Using the Internet (3 hours)

The purpose of this course is to provide participants with a working knowledge of how to utilize the various components of the Internet and integrate that knowledge into their professional practice. As students study a variety of topics associated with the Internet and its uses in the classroom, they will have the opportunity to share experiences and data with their peers, examine Web sites and develop curriculum for use in their own educational settings.

Prerequisite: Graduate Standing

Educ 555 Maintenance and Troubleshooting (3 hours)

This course will provide participants with advanced computer knowledge with the skills for basic diagnostics and repair of computer software and hardware. Topics will include various strategies and skills needed by individuals working with hardware and software problems that arise in educational settings.

Prerequisite: Graduate Standing

Educ 556 Desktop Publishing for Teachers (3 hours)

The course provides training in the production of quality documents and publications for use in educational settings. Students combine text and graphics to create a variety of documents including resumes, reports, flyers, brochures, etc. Application projects are integral to the course.

Prerequisite: Graduate Standing

Educ 569 Teachers as Collaborative Leaders (3 hours)

In this course, teachers will understand the phenomenon of teacher leadership that will help teachers develop skills required to act as leaders and learners to impact school improvement from within. By examining their personal and professional roles, teachers will learn to be more effective leaders in their professional communities. Students will better understand the new opportunities for leadership in schools through communication strategies, facilitation methods, and mentoring.

Prerequisite: Graduate Standing

Educ 570 Attachment and the Defiant School Child (3 hours)

This course will study the relationship between attachment organization and the development of defiant school behavior. It will focus on developing interventions for teachers to use in classroom management of oppositional, defiant children.

Prerequisite: Graduate Standing

Educ 600 Sociology of Education (3 hours)

This course will involve an in-depth study of the environment of students and the relationship to the field of education. Emphasis will be placed on the educational institution's multiple social roles within the community, the social structures found within educational organizations and their implications for improving educational practice.

Prerequisite: Educ 512 and Educ 601

Educ 601 Study Design and Data Collection (3 hours)

This course focuses on understanding research methods and writing a research proposal. The development of appropriately phrased research questions and alternative methods of inquiry are considered, as are factors influencing validity and reliability. Although survey methods are considered in detail, qualitative approaches also receive attention.

Prerequisite: Educ 512

Educ 602 Statistical Methods and Data Analysis (3 hours)

This course offers training and understanding of common descriptive and inferential statistical techniques for conducting research and engaging in scholarly activities.

Prerequisite: Coll 601

Educ 605 Cognition and Learning (3 hours)

The starting point for any understanding of learning in the classroom is what we scientifically know about how the brain learns. This course will study brain organization as it applies to classroom learning. The focus of this course will be on the latest research on the executive functions of the brain. From recent brain research, principles of learning will be established and applied to classroom practice. The principles of learning will be developed around three fundamentals: climate for learning, instruction and student processing.

Prerequisite: Coll 501

Educ 621 Curriculum Development (3 hours)

This course is designed to examine the principles underlying the development of educational curriculum and the relationship to standards, instructional methodology, and assessment. Emphasis will be placed on the methods of determining priorities, objectives, scope and sequence, and organizational processes. The role of federal, state, and local governance will be examined.

Prerequisite: Coll 601

Educ 623 Assessment of Instruction (3 hours)

This course is designed to examine the principles underlying the development of appropriate assessment practices and methodology. Emphasis will be placed on the relationship between assessment, instruction, and student achievement. The roles of federal, state and local government, as well as diversity issues, will be examined. An understanding of how to improve student achievement and standardized test results will be scrutinized.

Prerequisite: Coll 601

Educ 695 Graduate Internship (3 hours)

Prerequisite: Coll 501; Permission of the Dean of Graduate Programs

Educ 696 Thesis/Action Research Project I (3 hours)

Prerequisite: Coll 501; Permission of the Dean of Graduate Programs

Educ 697 Thesis/Action Research Project II (3 hours)

Prerequisite: Coll 501; Permission of the Dean of Graduate Programs

Psyc 565 Child Abuse and Neglect in the Work Environment (3 hours)

The purpose of this course is to provide graduate students in Education with a comprehensive overview of the topic of child abuse and neglect. The course will begin with an in-depth evaluation of the problem of abuse and neglect it impacts our school society and progress to detection techniques for all forms of abuse and neglect; the societal structures established to cope with the problem; the implementation of effective school coping structures; legal aspects including an examination of problems of offender prosecution.

Prerequisite: Graduate Standing

SpEd 500 Inclusionary Practices for Special Education (3 hours)

This course will provide an overview of the handicapping conditions served under the legislation of IDEA. A review of the law and the eligibility requirements for each identified handicapping condition will be examined. The purpose of the course will be to train general and special educators in practices conducive to creating inclusionary environments in which to teach both regular education and special education students. Best practices regarding the development of an inclusionary program will be presented. Methods of alternative instruction designed to meet individual needs within large group settings at the K-12 level will be discussed. Practice in collaborative techniques will be provided.

Prerequisite: Graduate Standing

SpEd 540 Behavior Management (3 hours)

This course will focus on basic principles of behavior modification 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: Graduate Standing

August Degree Candidates Graduation Commencement Participation Information

Peru State College grants appropriate degrees to eligible candidates following the close of the summer session - August. There is no graduation ceremony during the summer term. However, the College does provide the opportunity for participation in a formal commencement. Candidates for graduate degrees to be granted in August may elect one of the following options.

OPTION I:

Attend the graduation ceremony of the May commencement preceding completion of your August degree requirements. **You may only elect this option if you will have completed ALL requirements by the August graduation deadline of that term.** If this option is elected the student will:

- Complete an application for August graduation at the same time as students who file for May graduation. Individuals are responsible for contacting the Graduate Programs Office requesting inclusion in the May commencement. The deadline is October 1 of the preceding year.
- Individuals will wear the appropriate cap and gown, which must be ordered from the Peru State College campus bookstore. The student is responsible for ordering and purchasing graduation attire.
- Individuals will be recognized by walking onto the stage along with all other graduates.
- Only the diploma cover will be presented. The signed insert will be mailed upon completion of degree requirements in August.
- The student's permanent academic record (transcript) and diploma will indicate an August date of graduation.
- Graduation fees will be the same amount required of preceding May degree applicants.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).

OPTION II:

Attend the graduation ceremonies of the May commencement following completion of degree requirements in August. Essentially this would be one year later. If this option is elected the student will:

- Complete an application for August graduation at the regular time requested of August degree candidates, which is October 1 of the preceding year.
- Individuals are responsible for contacting the Graduate Programs Office requesting inclusion in the subsequent May commencement. This must be done during the first five weeks of the spring semester prior to the May commencement.
- Individuals will wear the appropriate cap and gown which must be ordered from the Peru State College campus bookstore. The student is responsible for ordering and purchasing graduation attire.
- Individuals will be recognized by walking onto the stage along with other graduates.
- Individuals will receive a diploma cover on stage. This must be returned immediately to the office of Student Records following the ceremony. (Appropriate diploma already will have been received the previous August following close of summer term.) No additional fee is required.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).

Conceptual Framework

School of Education Graduate Program

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 Master 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 master 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 Master of Science 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.

Enhancement of Student Learning

Even in this age of emphasis of knowing the facts as Hirsch (1987) and others argue, teacher knowledge of the learner grows in critical importance. We believe that "...teachers want to make a difference in the lives of students" (Tom, 1999, p. 249). To develop student learning, candidates will focus on effective instructional practices to enhance student learning in their classrooms as they research, collaborate, and reflect upon their own practices. Using technology to locate and manage research allows candidates to be teacher leaders in their classrooms, schools, and communities.

- 1.1.1 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research, and implications for best educational practices, as well as issues of diversity.

- 1.1.2 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, backgrounds, and special needs.
- 1.1.3 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students' learning styles, backgrounds, and special needs.
- 1.1.4 Candidates demonstrate advanced technology skills and their application for enhancing student learning.

Collaborative Reflection

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). We expect each graduate candidate to develop a personal disposition, character, skills, and traits that are appropriate for teacher leaders. These skills and traits will be honed through professional experiences and opportunities for reflection with peers and college faculty.

- 2.1.1 Candidates learn the collaborative process of curriculum development within a school system.
- 2.1.2 Candidates discuss ideas, concepts, and research with faculty and peers.
- 2.1.3 Candidates enhance their professional skills and collegial competencies through reflection and collaboration.

Professional Growth . . . *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).*

We believe that professional growth builds upon the professional identities established at the undergraduate level. These identities evolve as candidates continually examine professional practices and use action research to effect positive change in their classrooms, schools, and communities.

- 3.1.1 Candidates research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.
- 3.1.2 Candidates write a thesis, action research project, or comprehensive examination.
- 3.1.3 Candidates analyze and discuss their backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process enhances communication skills.

Vision for the Future

In 1988, the faculty of the School of Education, in many intensive workshops, reviewed the existing goals of the division, and developed what is now referred to as a conceptual framework and established a basic curriculum guide. In the ensuing years, that conceptual framework was modified and updated to reflect current trends but was not formally redefined. During the 2002-

2003 academic year the faculty of the School of Education worked toward the development of this document. We believe that this document defines our new School of Education and shapes our vision for the future.

Supporting Research

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Expenses & Financial Information

The expenses for attending Peru State College are set by the Board of Trustees of the Nebraska State Colleges and Peru State College. The College reserves the right to change its tuition, fees, and other charges at any time. Additional expenses for books and supplies, travel, and personal items will vary for individual students. Current tuition and fees are located on the Graduate Programs web site.

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Business Office	402-872-2211
Financial Aid	402-872-2228

Student Records
Bobcat Bookstore

402-872-2226
402-872-2248

Student Timeline

For Completion of a Master of Science in Education Degree

Prior to Enrollment

- Submit the online Application for Admission to Peru State College to the Graduate Admissions Office.
- Submit Official Transcripts to Graduate Admissions Office (*must be mailed from the institution*).
- Submit two recommendation forms (one must be from an immediate supervisor) – Use Official Recommendation Form and submit to the Graduate Admissions Office.
- Submit a copy of your teaching certificate to the Graduate Admissions Office.
- Submit a copy of your resume to the Graduate Admissions Office
- Apply for Financial Aid if you will require such assistance.
- Enroll in Educ 512 – Technology and Mediated Instruction and Educ 601 – Study Design and Data Collection during summer initiation of course sequences. (*Cohort students are enrolled by the Graduate Programs office.*)
- Complete Online Orientation.

After 18 hours (prior to 24 hours)

- Submit Application for Admission to Candidacy and Program of Study forms to Graduate Programs Office, Peru State College, P.O. Box 10, Peru, NE 68421.
- Must be fully-admitted to program (have transcript, recommendation forms, resume, copy of teaching certificate submitted to PSC)
- Successful completion of Educ 512 – Technology and Mediated Instruction, Educ 600 – Sociology of Education, and Educ 601 – Study Design and Data Collection.
- Overall graduate coursework GPA with Peru State College must be 3.0 or higher
- Sufficient progress on LiveText portfolio (60% minimum).

Checkpoint #3

- Submit Application for Graduation and \$40.00 application fee to Graduate Programs Office, Peru State College, P.O. Box 10, Peru, NE 68421.
Deadlines are:
 - October 1 – for students planning to graduate the following May or August
 - March 1 – for students planning to graduate the following December
- Complete all required coursework.
- Complete and submit LiveText Portfolio for graduation approval (80% minimum).
- Complete Exit Survey.

Graduate Portfolio Rubric

	Outstanding (5 pts)	Acceptable (4 pts)	Evolving (3 pts)	Unacceptable (2 pts)
Portfolio Overview (1, 10%)	Introduction is detailed and well written; page is creative and includes a variety of visuals to dynamically represent you as a teacher educator.	Introduction is well written. Page is creative and includes visuals to represent the candidate as a prospective teacher.	Introduction is brief and vague; page weakly represents the candidate as a prospective teacher.	Section not completed.
Autobiography and Program Statement (1, 10%) NBPTS-1.4 PERU-G-1.1.5	Goals described in detail; no errors in spelling and grammar; 200 word minimum met.	Goals identified; few errors in spelling and grammar; 200 word minimum met.	Goals not clearly identified; some errors in spelling and grammar; 200 word minimum not met.	Section not completed.
Purpose Statement/Rationale (1, 10%) NBPTS-1.4 NBPTS-3.5 PERU-G-1.1.5	Rationale fully described; no errors in spelling and grammar; 100 word minimum met.	Rationale identified; few errors in spelling and grammar; 100 word minimum met.	Rationale not clearly identified; errors in spelling and grammar; 100 word minimum not met.	Section not completed.
Resume/Vita (1, 10%)	Resume is formatted to highlight strengths. Good techniques such as action words are used. Perfect use of grammar, punctuation, and spelling.	Resume is professionally formatted. Resume gives a detailed description of skills, experiences, and accomplishments.	Resume includes basic elements such as personal contact information, education, and experience.	Section not completed.
Educational Philosophy (1, 10%) NBPTS-1.1 NBPTS-1.2 NBPTS-2.2 NBPTS-2.3 NBPTS-4.2 PERU-G-1.1.1 PERU-G-1.1.2	No grammatical, spelling or punctuation errors. Philosophy addresses, in detail, all 12 philosophy statement questions.	Few grammatical, spelling or punctuation errors. Philosophy addresses at least 9 philosophy statement questions.	Some grammatical, spelling or punctuation errors. Philosophy addresses fewer than 8 philosophy questions.	Section not completed.
C&I Major Required Courses (3, 30%) NBPTS-2.1 NBPTS-4.1 PERU-G-3.1.1	All sections are complete for the core C&I courses. Standards are selected that clearly align to each artifact. Reflections are thoughtful and well written.	All sections are complete for the core C&I courses. Standards are selected for each artifact. Reflections make connection between artifact and standards.	Most sections are complete for the core C&I courses. Standards are selected for most artifacts. Reflections are provided that vaguely connect artifact and standards.	Many sections are incomplete and/or do not demonstrate reflective practice.
Elective Courses(2, 20%) NBPTS-2.1 NBPTS-4.1 PERU-G-3.1.1	All sections are complete for this page, providing artifacts that effectively represent the graduate candidate. Standards are selected that clearly align to each artifact. Reflections are thoughtful and well written.	All sections are complete for this page, providing artifacts that effectively represent the graduate candidate. Standards are selected for each artifact. Reflections make connection between artifact and standards.	Most sections are complete for this page, providing artifacts that effectively represent the graduate candidate. Standards are selected for most artifacts. Reflections are provided that vaguely connect artifact and standards.	Many sections are incomplete and/or do not demonstrate reflective practice.