MINUTES: School of Professional Studies Meeting, May 2, 2011, 10:00 a.m., TJM 302

PRESENT: Dean Galardi, Dr. Asmussen, Ms. Edris, Dr. Gardner, Dr. Goebel-Lundholm, Mr. Griffin, Dr. J. Grotrian, Ms. S. Grotrian, Mr. Jackson, Dr. Hutchison, Dr. Nevitt, Dr. Snyder

I. Dean Galardi called the meeting to order.

II. Minutes of the April 7, 2011 meeting were approved with motion and second from Mr. Griffin and Dr. Judy Grotrian.

III. Dean Galardi and department faculty members voted on new appointments for open Faculty Senate Committee assignments. The following new appointments were made.
   A. Rank Promotion Tenure: Dr. Kelly Asmussen (completing Dr. Snyder’s term)
      Motion and second: Mr. Jackson and Dr. Goebel-Lundholm
   B. Teacher Education: Mr. Brad Griffin by acclamation
   C. Assessment: Dr. James Nevitt by acclamation
   D. Academic and Curriculum: Elina Ibrayeva
      Motion and second: Dr. Judy Grotrian and Dr. Asmussen

IV. Two course proposals from Dr. Mary Goebel-Lundholm were reviewed by department faculty members.
   A. MGMT 698 International Sustainable Development: China (see attachment)
      The course is the study of sustainable economic development theories and practices from an international perspective. It will include cultural considerations relative to development and culminate with a two-week visit to China. Mr. Jackson asked that the section of the proposal form addressing the objectives of the general education program be completed. Dr. Goebel-Lundholm advised that all would apply.

   B. A Business course entitled, Italy Business and Culture Study Abroad (see attachment), was presented by Dr. Goebel-Lundholm for review. This course is designed to create an appreciation of the Italian values and culture through experiential learning. The course will visit the international cities of Venice, Siena and Florence with guided tours. The course will examine and compare and contrast the American and Italian culture and values and the impact they have on business. Dr. Asmussen requested that the course requirements for successful completion by students be clarified in the syllabus.

      Revisions will be made and resubmitted to Dean Galardi by Dr. Goebel-Lundholm. Approval will be made by email during the summer or at a department meeting in the fall.

V. Dean Galardi advised that the School of Professional Studies would be building a new computer lab in T.J. Majors room 202. The School of Education would eventually be assuming responsibility for the computer lab in T.J. Majors room 203. There are tentative plans for Mr. Griffin’s students to build the new computer lab in room 202. Firming permission for and financing of the project is in process.

VI. Dr. Asmussen reported that Ms. Kristi Nies is teaching a creative writing class at the Tecumseh State Correctional Institution. The inmate students from the Inside-Out Class are recording their experiences in that class.

VII. Dean Galardi extended thanks to everyone for a great year.
   A. William Snyder for 40 years of teaching/service
   B. Pat Wray for 17 years of teaching/service
   C. Joel Lundak for being named Honorary Arbor Day Marshal and for his community dedication to Arbor Lodge
   D. Judy Grotrian for continued success with the High School Business Contest
   E. Christy Hutchison for her work with HLC, Strategic Planning and IBAM
   F. Kelly Asmussen for Searching for Justice (Inside-Out Class) at TSCI
   G. Mary Goebel Lundholm for economic development work in concert with UNO
   H. Sheri Grotrian for work with PBL students – 17 students going to PBL National Leadership Conference
   I. Jim Nevitt for his Honors course work
   J. Brad Griffin (and his students) for the installing the T.J. Majors 203 computer lab upgrade
   K. Kelli Gardner for “the steady stream of students” going to her office on a daily basis
   L. Alan Jackson for committee work and tackling new technology in homework
   M. Doug Devaney for work in establishing the Lambda Alpha Epsilon Chapter for campus
   N. Malinda Edris for keeping the School of Professional Studies running smoothly
VIII. Dean Galardi mentioned upcoming deadlines and general reminders:
A. Grades are due Tuesday, May 10, 2011 at 12:00 noon.
B. Leave phone recordings for students calling over the summer. Advise them to call (402) 872-2427 for help.
C. Have summer courses ready a week before the class starts – by May 27, 2011.
D. Let Ms. Roberts know if you have a shell that will be used for other courses, so she can copy the shell before you use it.
E. Capstone reports are due Friday, May 13, 2011.

IX. Dean Galardi wished everyone a great summer.

X. Meeting was adjourned at 10:30 a.m. Motion to adjourn and second were made by Dr. Asmussen and Dr. Goebel-Lundholm.
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one:  XX New Course
           □ Modified Course
           □ Deleted Course

1. Name of Faculty Sponsor: Dr. Mary Goebel-Lundholm  
Date: 4-17-2011

2. School: Graduate Studies

3. Course Number and Title: MGMT 698 International Sustainable Development: China

4. New Course Number and Title: MGMT 698 International Sustainable Development: China

5. Course Description/Modification:
The course is the study of sustainable economic development theories and practices from an international perspective. It will include cultural considerations relative to development and culminate with a two week visit to China. Course includes six weeks online study and two week visit to China. Two week stay in China will include visits to businesses and cultural outings.

6. Credit Hours: 3  7. Grading System: A-F  8. May Course be taken for additional Credit? Yes

9. Prerequisites: Graduate Standing

10. Special Features: Final two weeks will take place in China

11. Term Course will first be offered/deleted: Summer 2012

12. Cite relevant catalog pages for catalog 2010 – 2011: NA Will be offered as one time opportunity to measure interest.

13. Rationale for Proposal:
Expand offerings to include greater international/global perspective relative to economic development and to build greater cultural understanding

14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.)

Would take place in summer course, online using Blackboard for pre-travel training, require pay for professor to teach course, cost of travel segment to be offset by course fees.

15. Describe any necessary modification to the current assessment program. (e.g. capstone rubric changes, live-text impact, etc)NA

Senate Sponsor: ________________________________  Date: ____________

School Dean: ________________________________  Date: ____________

☐ Route to Teacher Education Committee: N/A Approved/Denied  Date: ____________
(If course is applicable to teacher education program)

☐ Route to Academics and Curriculum Committee: Approved/Denied  Date: ____________

Faculty Senate - 1st reading ________________________________  Date: ____________

Faculty Senate - 2nd reading ________________________________ Approved/Denied  Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean  Peru State College, Approved 2008
Peru State College  
MGMT 698 Sustainable Development in the International Market: China  
Syllabus-Summer 2012

Instructor: Dr. Mary Goebel-Lundholm, MBA, PhD  
Telephone: (402) 872-2206  
Email: mlundholm@peru.edu  
The easiest way to reach me is via email; I check often most days.

**Course Summary and Strategies for Success**  
This course is the study of sustainable economic development theories and practices from an international perspective. It will include cultural considerations relative to development and culminate with a two week (two days travel each way, plus twelve days in China) trip to China. Course activities include reading materials related to sustainable development, viewing cultural and economic development videos, visits to businesses in China, and cultural excursions in China.

Class work will include six weekly assignments including reading and videos, discussion board and case studies, daily entry in a journal is required for the trip and a final culminating paper is due upon return. Your ability to write is critical.

**Course Description & Objectives**  
Economic development is considered from an international and sustainable perspective. Special consideration is given to Chinese energy, transportation and water policy. The function of policy in developing sustainable development models is also considered. Students must be admitted to graduate studies to participate.

Upon completion of this course a student should be able to:

1. Measure comparative levels of sustainability in American businesses operating in China and construct a sustainability audit.

2. Interpret and discuss theories of sustainable development and compare international applications.

3. Evaluate and compare the role politics, history, culture and policy play in diverse, global applications of sustainability efforts.


5. Experience first-hand the challenges faced by China's rapid economic expansion.

6. Understand the global challenges associated with sustainable growth initiatives.
Final Paper
While in China you will perform a sustainability audit on two businesses visited. Upon return you will write a paper worth 100 points comparing the two businesses sustainability efforts. The paper will be due seven days after return home.
There are two Case Study Projects in this course. Both are individual assignments that you will complete on your own. You may need to purchase the second case study from

Course Decorum
In order to foster a climate conducive to learning, please join me in treating your classmates with respect. A part of your grade will be based on your demonstrated ability to evaluate and critique the reasoning of others in a mature, thoughtful and respectful manner.

Check Your Acornmail Often!
All of my private correspondence with you will be via PSC Acornmail. You must have an account created for you and check it often. I will send you notes about your course performance and comments about your work via Acornmail.

Announcements and Student Questions
Each time you open the class you should check the announcements; changes to schedule and assignments along with other important information will be announced there.

Grading Policy and Scale
You will have the opportunity to earn a total of 400 points. Your final grade will be determined by the number of points you earn as noted below.

Weekly Discussion Board (5@20) 100 pts
Weekly Quizzes (5@20) 100 pts
Journal 100 pts
Final Paper 100 pts
Total 400 pts

Points Percentage Grade
90-100% A
85-89% B+
80-84% B
75-79% C+
70-74% C
65-69% D+
60-64% D
Below 60% F

How to Submit Course Work
All weekly assignments are located in the "Weekly Assignments" tab of the course site. All discussion board answers and replies should be posted to the Main Discussion Board. Your weekly homework should be submitted via the submission instructions located on the page of the assignment. You must observe all due dates in order to be successful in this course. Please keep a copy of all of your course work, just in case there is a technical problem that requires you to re-submit an assignment or posting.
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 coursework 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.

**College’s Academic Integrity Policy**

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

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

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

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the
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<th>Roosa 7-9</th>
<th>Policy</th>
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<td>Ethnicity, Environment, Law</td>
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| Week 6-7        | Travel to China*        |                                             |

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<th>Turn in Journal</th>
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Travel Details*

Proposed Itinerary

Depart Sunday July 8 - Arrive Beijing July 8

Day 1 - All day excursion to Forbidden City/Tiananmen Square
Day 2 - Business visit - GreenTech
Day 3 - Business visit - MDS Harris
Day 4 - Business visit - Behlen Manufacturing
Day 5 - Business visit - Becton Dickinson
Day 6 - All day excursion including lunch to Great Wall-Mutianyu Entrance
Day 7 - Summer Palace and Temple of Heaven
Day 8 - Travel Shanghai
Day 9 - Business visit - Werner Trucking
Day 10 - Business visit - Walt Disney
Day 11 - Business visit - Kraft Food
Day 12 - Visit to the Bund, Jade Buddha Temple
Day 13 - Depart for home
Faculty Meeting for Graduate Programs
April 29, 2011
TJM105


1. Welcome

Dr. Seay thanked faculty for a good year and presented faculty with a wafer flash drive. He explained that the flash drives have been purchased to send to new students enrolled in the Graduate Programs. The flash drives will be loaded with a welcome to Peru State College, required forms, and other important information.

2. Course videos

a. Introduction for every graduate course – Dr. Seay asked faculty to double-check each introduction and update information as needed.

b. Encourage more use of voice overlays and/or video embedding

c. Excellent use for case studies

d. Cameras? If anyone wants a camera for their office computer, please contact Linda Staples immediately to be ordered out of this year’s budget.

3. MSED update on new standards

Dr. Preisman explained that the standards were presented to the School of Education and needed a few more changes which have been made. Dr. Kupper will add the standards to LiveText for fall 2011 semester.

The new rubric will be included in the Graduate Programs 2011-2012 catalog which will be completed and added to the Graduate Programs web site this summer.

4. How to succeed in graduate school

Dr. Citrin will add voice over to the document this summer.

5. Mary Goebel Lundholm – International experience course opportunity presentation

Dr. Lundholm presented the course syllabus for ‘Sustainable Development in the International Market: China’ for a special topics course offerings. Dr. Citrin made a motion to approve the course, seconded by Dr. Beischel. Discussion followed. Motion approved.

The course will be presented for approval to the School of Professional Studies.
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one: □ New Course □ Modified Course □ Deleted Course

1. Name of Faculty Sponsor: Dr. Mary Goebel-Lundholm
   Date: March 21, 2011
2. School: PSC
3. Course Number and Title: BUS XXX
4. New Course Number and Title: Italy Business and Culture Study Abroad
5. Course Description/Modification:

   Italy has had a great influence on the world in regards to modern thinking, cuisine, art, and style and design. This course is designed to create an appreciation of the Italian values and culture through experiential learning with a focus no visits to uniquely Italian businesses. International interaction and applying the skills are essential parts of this course. In addition the course will visit the International cities of Venice, Siena and Florence with guided tours. Additionally, the course will examine and compare and contrast the American and Italian culture and values and the impact they have on business. Lastly, international appreciation will be learned first hand as many Italians don't speak English. Students comfort zones will be expanded as they order food, travel, and interact with local nationals.

6. Credit Hours: 3
7. Grading System: A, B, C, D, F
8. May Course be taken for additional Credit? No
9. Prerequisites: None
10. Special Features: Study in Italy. Guided tours of Venice, Florence and Siena.
11. Term Course will first be offered/deleted: June 2012
12. Cite relevant catalog pages for catalog 211 NA as will be offered one time to determine interest
13. Rationale for Proposal:
   Build international understanding
14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.)
   May be offered in lieu of global business; cost to be covered by fees
15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) None

Senate Sponsor: ________________________________ Date: ____________
School Dean: ________________________________ Date: ____________

☐ Route to Teacher Education Committee: N/A Approved/Denied Date: ____________
   (If course is applicable to teacher education program)

☐ Route to Academics and Curriculum Committee: Approved/Denied Date: ____________
Faculty Senate - 1st reading __________________________ Date: ____________
Faculty Senate - 2nd reading __________________________ Approved/Denied Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean
Peru State College, Approved 2008
18. Explain how the course meets the objective(s) of the general education program and the category (e.g. social science) in which it belongs.

This unique, international course examines and compares and contrasts the American and Italian cultures and values through experiential learning. This is the basic foundation of a business course. The international appreciation will be learned first hand as many Italians don’t speak English. Students comfort zones will be expanded as they order food, travel, and interact with local nationals.

Promoting research of Italian culture and business before, during and after the course will enhance the student’s commitment to gaining a broader understanding of the global world in which they will live and work.

Below is a listing of the objectives of the general education program.

- Effective communication skills
- Computer skills
- Critical and independent thinking
- Capacity for change
- Prepared to assume roles as civic leaders
- Equipped to pursue intellectually, ethically, aesthetically, and physically rewarding lives.
- Diversity Enhancement

Senate Sponsor: _______________________________ Date: ___________
School Dean: _______________________________ Date: ___________
☐ Route to Teacher Education Committee: N/A  Approved/Denied Date: ___________
   (If course is applicable to teacher education program)
☐ Route to Academics and Curriculum Committee: Approved/Denied Date: ___________
Faculty Senate - 1st reading _____________________ Date: ___________
Faculty Senate - 2nd reading _____________________ Approved/Denied Date: ___________

Copies to: Sponsoring Faculty Senate Member, Dean Peru State College, Approved 2008
Peru State College
Humanities XXX, Italian Business and Culture Study Abroad
Class Syllabus Summer 2012

Instructor/Facilitator:

Dr. Mary Goebel-Lundholm
Gregory P. Simon, Study Abroad Advisor
E-mail: simonsgg@msn.com

Class Dates:

June 4 – August 4, 2012.

Basic Cost:

Approximately $2450.00* for accommodations, business visits, transportation to scheduled business visits and excursions; guided Venice tour and transportation to/from Marco Polo Airport to Montepulciano.an approximate cost of overnight near Marco Polo airport.

* Doesn’t include airfare to/from Italy or meals, see breakdown details below; prices subject to change based on dollar/euro exchange rate

Course Description and Objectives:

Italy has had a great influence on the world in regards to modern thinking, business, cuisine, art, style and design. This course is designed to create an appreciation of the Italian values and culture through skill development and experiential learning. The goal is to gain a perspective through the unique impact culture has on business operation and develop an appreciation for the unique culture of Italy. Additionally, the course will examine and compare and contrast the American and Italian culture and values.

Upon completion of this course you should be able to:

1. To understand and analyze several cultural differences between Italy and American and appreciate without judgment some of values that support these differences.

2. To define key worldview shifts in Western Europe especially as demonstrated and reflected in Italian business.

3. To classify and discuss the value and limits of Italian business models.

4. To recognize and demonstrate the impact that Italian culture and values play in the world of business.

5. To interpret the components of your personal worldview and evaluate your tolerance in cross-cultural settings.

Grading:

Course Requirements:

Initial Paper: 10 points
American Values Paper: 10 points
Italian Values Paper: 10 points
Group Presentations – Cultural Differences: 10 points
**Photojournal:** 15
Final Paper: 20 points
Participation: 15 points

Expectations & Instructional Approach

Initial Paper:

The initial paper lays the groundwork for this course. Part one is based on the concepts from the text *Studying Abroad/Learning Abroad* while part two should address your experience and expectations. As a minimum the paper should be 10 full pages, 12 point Times New Roman font, double spaced with 1" margins. Ensure you address the following questions:

Part One

In your own words, what are culture and culture learning?  
Why is Bennett’s model important for studying and/or living overseas? 
What role do values play in understanding and appreciating other cultures? 
What are the key concepts in promoting the process of culture-learning? 
The Political Economy of Trust: Chapters 1 & 2 
Peng Chapters 1, 2, & 3

Part Two

Why is cross-cultural adaptation important for your experience in understanding and appreciating a different culture? 
What are your personal goals for this course? 
Based on the syllabus, how do you expect the course will assist you in achieving those goals? 
What areas do you expect challenges in understanding Italian culture? 
The Political Economy of Trust: Chapters 3 & 4 
Peng Chapters 4, 5 & 6

American Values Paper:

To understand foreign values, we must first start with our own values. The paper should be a minimum of 5 full pages, 12 point Times New Roman font, double spaced with 1" margins. From the list of 13 cultural values in “Why Do Americans Act Like That?”, choose five and analyze them. What are some examples of personal cultural values you have identified? How are values established or learned? How do your values align with or conflict with what are generally thought of as American values? 
The Political Economy of Trust: Chapters 5 & 6 
Peng Chapters 7, 8 & 9

Italian Values Paper:
Transportation
Extracurricular Courses (Cooking, Language, Tours, etc.)

Course Assignment Schedule

Week of 6/10

- Post introductions to Discussion Board (not graded)
- Read chapters 1 – 5 Studying Abroad/Learning Abroad
- Comments on introductions due by 10:00 PM on 6/6
- The Political Economy of Trust: Chapter 1 & 2
- Peng Chapters 1, 2 & 3

Week of 6/17

- Read chapter 6 Studying Abroad/Learning Abroad
- Initial Paper due on 6/13
- Comments on Initial Paper due on 6/17
- Groups assigned
- Read “Why Do Americans Act Like That?”
- The Political Economy of Trust: Chapters 3 & 4
- Peng Chapters 4, 5 & 6

Week of 6/24

- American Values Paper due on 6/21
- Comments on paper due members due by 10:00 PM on 6/24
- The Political Economy of Trust: Chapter 5 & 6
- Peng Chapters 7, 8 & 9

Week of 7/1

The Political Economy of Trust: Chapter 7
Peng Chapters 10, 11, & 12

Week of 7/14

- Preparations and questions for trip to Italy
- Review requirements for Photojournal

Weeks of 7/15 to 7/29

- Italy Trip
- Daily Oral Group Presentations – Selected Topics: 8:00 AM – 08:30 AM
- Guided Walking Tours of Venice, Florence and Siena
- Business visits

Week of 7/28

- Final Paper and Photojournal due 10:00 PM on 7/25
culminating experience that is proctored." Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

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

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

Title IX Compliance Notice

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.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).