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 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.

Graduate Programs
600 Hoyt Street
P.O. Box 10
Peru, NE 68421
402-872-2314 (Phone)
402-872-2413 (FAX)

The College World Wide Web Home Page address is: http://www.peru.edu/
Graduate Programs Website address is: http://www.peru.edu/graduate
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The graduate program leading to the Master of Science in Education at Peru State College 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.
Academic Calendar

FALL SEMESTER 2012
Last day to drop/add Term I classes (8 weeks)  Sunday, August 19
Online and Offutt Term I (8 weeks) classes begin Monday, August 20
Labor Day Holiday (no classes - offices closed) Monday, September 3
Payment Deadline - 1st 8 week and 16 week session (late fees after this date) Tuesday, September 4
Mid-Term - Online and Offutt Term I (8 weeks) Friday, September 14
Last day to withdraw Term I (8 weeks) classes with a “W” Friday, September 21
Applications for May/August 2013 Graduation due Friday, September 28
Graduate and undergraduate Saturday, TBA
Homecoming Friday, October 12
Online and Offutt Term I (8 weeks) classes begin Monday, October 21
Martin Luther King, Jr. Day (classes held - offices open) Monday, October 22
Payment Deadline - 2nd 8 week session (late fees after this date) Monday November 5
Mid-Term - Online and Offutt Term II (8 weeks) Friday, Tuesday-Thursday, November 13-15
Fall Break (no classes - offices closed - Thursday and Friday only) November 16
Last day to withdraw Term II (8 weeks) classes with a “W” Wednesday-Friday, November 21-23
Final Exam Week Friday, November 23
Regular Semester and Term II classes end Friday, December 14

SPRING SEMESTER 2013
Last day to drop/add Term I classes (8 weeks) Sunday, January 6
Online and Offutt Term I (8 weeks) classes begin Monday, January 7
Martin Luther King, Jr. Day (classes held - offices open) Monday, January 14
Payment Deadline - 1st 8 week and 16 week session (late fees after this date) Monday, January 21
Mid-Term - Online and Offutt Term I (8 weeks) Friday, February 1
Last day to withdraw Term I (8 weeks) classes with a “W” Friday, February 8
Summer Session early registration Monday-Friday, February 25-Mar 1
Applications for December graduation due (graduate and undergraduate) Friday, March 1
Online and Offutt Term I (8 weeks) classes end Friday, March 1
Last day to drop/add Term II classes (8 weeks) Sunday, March 10
Online and Offutt Term II (8 weeks) classes begin Monday, March 11
Payment Deadline - 2nd 8 week session (late fees after this date) Monday March 25
Registration for Fall semester 2012 Tuesday-Thursday, March 26-28
Mid Term - Online and Offutt Term II (8 weeks) Friday, April 5
Last day to withdraw Term II (8 weeks) classes with a “W” Friday, April 12
Final Exam Week Tuesday-Friday, April 30-May 3
Regular Semester and Term II classes end Friday, May 3
Commencement Saturday, May 4

SUMMER SESSION 2013
Summer Internships begin Monday, May 6
Last day to drop/add summer session classes Sunday, June 2
Summer Session begins (Undergraduate and Graduate) Monday, June 3
Last day to withdraw (8 weeks) classes with a “W” Friday, July 5
Summer Session ends (Undergraduate and Graduate) Friday, July 26
Summer Internships end Friday, August 2
Summer Graduation Date Saturday, August 3
AN INTRODUCTION TO PERU STATE COLLEGE

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

Peru State College is part of the Nebraska State College System. The people of Nebraska have made the facilities and services of the College available to students at a minimum personal cost. The taxpayers of the state bear the major portion of the cost of educating the College’s students.

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

The College believes in academic excellence, in opportunities for personal growth, and in fostering student responsibility consistent with the principles of a democratic society. The College’s educational experience is designed to enable students to learn, to equip themselves for meaningful careers, and to be productive members of society. Peru State College students have the opportunity to know their instructors well and to be working partners with the staff and other students. The College experience offers many opportunities for friendship, growth, and personal development...so become involved!

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

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 into a state university. Although the offer was rejected, the state legislature, on June 27, 1867, did accept the school as a “normal school” several months before the state university was established. For the next 38 years, the Peru State School was the only teacher education institution in the state.

As Nebraska’s population increased, the legislature extended the normal schools from two-year to four-year institutions 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. At the same time, the name of the school was changed from State Normal School to State Teachers 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 Colleges to confer the Bachelor of Arts degree. In 1963, Peru’s name was changed to Peru State College. The Bachelor of Science degree was authorized in 1965. Emerging from its role as a single-purpose teachers college, the College is now an accredited state college offering a wide variety of programs to meet the changing needs of southeast Nebraska and beyond.

Philosophy

Peru State College is committed to the belief that all persons are endowed with potential that if developed will benefit both the individual and society. Each person who is exposed to the influences of the College is encouraged to develop his or her potential as well as to understand and appreciate the contributions of others.
Individual development can be accomplished through formal study and exposure to a variety of experiences both on and off campus. This growth is the result of acquisition of knowledge, development of essential skills, exposure to areas beyond narrow personal interests, and meaningful opportunities for involvement.

**Mission**

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

**Purposes**

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

- Provide an accessible high quality education through effective instruction and an emphasis on student learning to the citizens in the assigned service region.
- Provide graduates with an enhanced capacity for continued life-long learning and effective citizenship through a strong general studies program.
- Provide thoughtfully developed and relevant baccalaureate degrees in selected academic fields with emphasis on teacher education, business, and selected disciplines in the arts and sciences.
- Provide valued graduate programs leading to master’s degrees in education and organizational management for those who are, or who wish to be, advanced practitioners.
- Contribute to the development of the fields of knowledge and teaching in the disciplines represented in the College programs.
- Contribute to the economic and cultural development of the service region.

**Goals**

The Goals of Peru State College are to instill in our students:

- effective communication skills;
- computer and information literacy;
- independent critical thought and intellectual capacity for change;
- preparation to assume social and civic leadership roles;
- the ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives.

**Memberships and Accreditations**

Peru State College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. The Commission’s website address is www.ncahlc.org and the telephone number is (312) 263-0456.

Peru State College has continuing accreditation by the National Council for Accreditation of Teacher Education. Full membership is maintained in the American Association of Colleges for Teacher Education and the American Council on Education. The College also is a charter member of the Nebraska Council on Teacher Education. Peru State College is a member of the Nebraska State College System.
School of Education

The School of Education, in conjunction with Graduate Programs, offers coursework leading to the Master of Science in Education (MSED) with a concentration 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 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. Recommendation forms from family members are not acceptable. Forms may be found on the Graduate Programs web site under Forms & Documents (see Appendix J);
- Copy of Teaching Certificate; and
- Professional Résumé.
The Program

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.

The Major Core in Curriculum and Instruction 21 hours

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

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). See Certificates of Achievement for detailed information.

Application of Theory/Advanced Elective Courses 6 hours

Students complete an additional six hours of internship, thesis, and/or practical project credit to fulfill the application of theory. Or, students may complete two (2) additional 500-level courses to fulfill the advanced elective courses. Transfer credit may be accepted for this requirement.

LiveText Candidate Portfolio

Students purchase a membership 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.

Specific directions for purchasing the LiveText membership are included during the Educ 512 – Technology and Mediated Instruction course offered each summer or by contacting the Graduate Programs Office.

*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 probation 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 probation 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 Peru State College:

- Completed online 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 submit the Application for Transfer Credit form (See Appendix A);
- Two recommendation forms addressing personal qualifications and potential for graduate school success, including one from a principal or direct supervisor (recommendations from family members are not acceptable);
- Copy of Teaching Certificate; and
- Professional résumé.

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 and their specific Program of Study forms 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;
- submit the Application for Admission to Candidacy and the Program of Study forms for remaining coursework for approval by the Dean of Graduate Programs; and
- submit LiveText portfolio for candidacy approval (minimum completion of portfolio – 60%)

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 completion of portfolio – 80%).
- complete Exit Survey.

Graduation dates follow the last day of each semester/summer term in May, August, and 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

Checkpoint One
Admission to Peru State College
- Completion of Bachelor’s Degree
- Valid Teaching Certificate
- Submission of Application for Admission
- Two Recommendation Forms
- Submission of Resume
- Completion of Bachelor’s Degree
- Valid Teaching Certificate
- Two Recommendation Forms
- Submission of Resume

Checkpoint Two
Admission to Candidacy
- Full Admission to Peru State College
- Submission of Application for Admission to Candidacy
- Completion of Educ 512, Educ 600, & Educ 601
- Completion of LiveText Portfolio (60%)
- Completions of 18-24 Hours GPA = 3.0 or Higher

Checkpoint Three
Program Completion
- Submission of Application for Graduation and Fee
- Completion of all required coursework & 3.0 or Higher
- Completion of LiveText Portfolio (80%)
- Completion of Exit Survey
EXPENSES AND FINANCIAL AID

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. Please refer to the College’s website at www.peru.edu.

Tuition and Fees

Tuition and fees must be paid each term at the time indicated in the academic calendar. A “hold” barring access to college records and registration activities will be enforced unless debts have been paid or arrangements for late payments have been approved by the Business Office. Applicable tuition and fee rates are available on the College website.

Dropping an Online Class

There is no add/drop period during the first week of 8-week courses. Individuals must add or drop these courses before the start date. If an individual withdraws from an 8-week course after the start date the individual is still obligated to pay for the course.

Complete Withdrawal from College

Students who have registered and then wish to withdraw from all courses after the semester start date must officially withdraw to zero credits. A student may do so by initiating his or her withdrawal with the Graduate Programs Office. Failure to initiate the withdrawal process in a timely manner will result in “F” grades.

FEDERAL AID - Withdrawal from College can reduce your federal aid eligibility. Within 30 days of your withdrawal, a Return to Title IV funds (R2T4) calculation will be completed, and you will be notified of the change in the amount of federal financial aid applied to your account.

Workshops and Other Non-Standard Academic Terms

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

Applying for Financial Aid

Financial aid is available to most graduate students planning to attend Peru State College. At Peru State College, aid is awarded to students based on qualifications and/or financial need.

To be awarded Title IV Federal Financial Aid, a student must apply for admission and complete a Free Application for Federal Student Aid (FAFSA) form. The FAFSA form determines a student’s eligibility for the various aid programs.

For more information on the financial aid application process, please visit the College’s website. Students can also access their financial aid status and awards through their myPSC.

PLEASE NOTE: A student must be admitted as a degree seeking student to Peru State College in order to receive federal financial aid.

In addition, all students who wish to apply for federal financial aid should complete the FAFSA. Peru’s Title IV school code is 002559. This application must be filed annually. To be considered for the most aid possible a student needs to file the FAFSA early. It is recommended the FAFSA be filed by March 1st each year.
Requirements for Financial Aid

Financial aid awards are determined based on an academic year. Amounts are credited equally per term of enrollment to the student’s bill. At the end of each term of enrollment, the Financial Aid Office will review academic records to ensure financial aid recipients are making satisfactory academic progress. It is important to note that changes in academic load (e.g., dropping or withdrawing from a class) may impact a student’s financial aid.

Federal Financial Aid

A student must complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for federal financial aid. Students are encouraged to file their FAFSA right after filing their federal tax returns.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

According to federal regulations, Peru State College is required to monitor standards of satisfactory academic progress (SAP) for graduate students receiving Federal Title IV funding.

Students who are receiving federal aid are required to maintain SAP in order to continue to be eligible to receive aid.

1. Procedures – At the time a student applies for aid, their academic records will be reviewed. In addition, each student’s progress will be evaluated prior to the start of each term.

2. Cumulative GPA Requirement - All financial aid recipients must maintain a cumulative grade point average of 2.00 or higher to continue to be eligible for aid.

3. Completion Rate Requirement – All students must complete the enrollment level they begin.

Student enrollment levels and hour completion requirements are determined based on the chart detailed below.

<table>
<thead>
<tr>
<th>Enrollment Level</th>
<th>Hours Enrolled</th>
<th>Hours Required to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12+ hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>¾ time</td>
<td>9-11 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>½ time</td>
<td>6-8 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>&lt; ½ time</td>
<td>&lt;6 hours</td>
<td>all hours</td>
</tr>
</tbody>
</table>

Only hours that are passed with grades of A, B, C, D, and CR will be counted as hours completed. Grades of I, W, F, and NCR will not be considered as successfully completed.

4. Financial Aid Warning – Any student who does not meet the GPA Requirement and/or the Completion Rate Requirement will be placed on “Financial Aid Warning” for the following term.

5. Maximum Time Frame Requirement – All students must complete their program within the maximum time frame allowed. Transfer credits from other institutions are included when evaluating a student’s Maximum Time Frame.

   Post Graduate Seeking Teacher Certification or Recertification - A post-graduate pursuing teacher certification will be calculated on an individual basis.

   Master’s Degree – A student pursuing a master’s degree at Peru State College may receive Title IV aid for up to a maximum of 54 attempted credit hours or until obtaining a master’s degree, whichever comes first.

6. Maximum Time Frame Warning - Any graduate student with attempted hours of 30 and above will be on “Maximum Time Frame Warning” until they reach 54 credit hours.
7. **Maximum Time Frame Suspension** – any student who exceeds the maximum time frame limits will be placed on Financial Aid Suspension due to Maximum Time Frame. Any student who has attempted enough credits that they can no longer complete their degree within the Maximum Time Frame will be placed on Financial Aid Suspension. A student CANNOT appeal this type of suspension.

8. **Warning** – Students placed on Financial Aid Warning or Maximum Time Frame Warning continue to be eligible to receive aid during their warning term.

9. **Suspension** – If the student does not meet all the SAP requirements at the end of the warning term, the student will be placed on “Financial Aid Suspension.” Students who are on suspension are not eligible to receive any financial aid. This includes grants, loans, work study, and institutional scholarships.

10. **Automatic Reinstatement** – A student who is placed on financial aid suspension due to their Cumulative GPA or due to their Completion Rate can regain their eligibility. To regain eligibility a student must enroll and complete a minimum of 6 PSC credit hours in a single term at his/her own expense. In addition, the student must meet all other SAP Requirements.

11. **Appeals** – If a student on financial aid suspension feels that he/she has experienced extenuating circumstances which affected his/her ability to meet the SAP requirements, he/she should meet with their advisor and implement a Plan for Success.

   Examples of extenuating circumstances that can be considered for an appeal include but are not limited to:
   1. Death of a family member
   2. Medical – Injury or illness of the student

   Examples of extenuating circumstance that CANNOT be considered for an appeal include but are not limited to:
   1. Loss of internet service
   2. Books not ordered on time
   3. Shared book with another student
   4. Books not available in time
   5. Personality conflicts with instructor
   6. Car broke down
   7. Loss of child’s daycare provider
   8. Lack of funding to cover travel expenses

12. **Submit an Appeal** – An appeal can only be submitted twice during a student’s career (Undergrad Program or Grad Program) at Peru State College. If submitting an appeal the following information is required.

    1. Copy of Plan for Success
       a. Details regarding future enrollment levels (will attend ½ time or full-time).
       b. Details regarding number of terms it will take to be at the required Cumulative GPA.
       c. If it will take more than 1 term to meet the minimum criteria, details regarding expected progress each term is required (Cum GPA at end of each term.)
       d. Signature of advisor who will be monitoring progress of the Plan for Success.
    2. Letter indicating what the extenuating circumstances were. (ie: hospitalized; documentation or confirmation from attending Dr. required) (ie: death of parent or sibling; documentation may include copy of death certificate or copy of obituary from newspaper.). Letter must also include explanation what has changed in the student’s situation that will allow the student to be successful in the future.

The Appeal will be reviewed to determine if it meets Federal Regulations for reinstatement. Notification of approval or denial will be sent to the student within 10 days of receipt of the Appeal.

If denied the student will remain on Financial Aid Suspension and may become eligible for a future term via section #10 – Automatic Reinstatement. During the suspension period the student is required to pay for all charges incurred out of pocket.
If approved, the student will be placed on Financial Aid Probation and be eligible for aid for a specific period of time as indicated in the notice. At any time during the probation period if the student is not meeting the goals set in the Plan for Success, the student will revert to Financial Aid Suspension and be ineligible for aid. If at any time during the probationary period the student does not meet the Completion Rate Requirement, the student will revert to being on Financial Aid Suspension and be ineligible for aid.

13. **Very Important Notice** - Financial Aid Warning, Probation and Suspension are completely different than Academic Contract, Probation and Suspension. Just because an appeal is approved or denied by Academics that does not mean an appeal has been approved or denied by Financial Aid. If the student is not meeting either policy, the student needs to submit different appeals to each area.

**Photography Policy**

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

**Publicity**

Press releases about a PSC student (including scholarship notices, academic/athletic honors, etc.) will be submitted by the PSC Marketing and Public Affairs Office to the student’s nearest newspaper based upon the student’s permanent address zip code. Most press releases are also sent to newspapers, radio stations and other news outlets in Nebraska, Iowa, Missouri, Kansas and other states as appropriate. Stories of national news import are sent to outlets across the United States. Students must specify at time of registration if they do not want media release.

**STUDENT RIGHTS AND RESPONSIBILITIES**

College policies, procedures, and regulations are formulated to facilitate a supportive learning environment, foster the development of individual responsibility and to protect students’ constitutional rights. Each student is responsible for knowing and complying with PSC policies, procedures, and deadlines. Policies and regulations may be found in the College Catalog, the Student Handbook, and in individual contracts/agreements signed by students.

**Student Rights and Responsibilities**

Board Policy #3250

1. General Rights and Responsibilities in the Academic Community

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

   Views and beliefs expressed by a member of the academic community should be kept within the community unless released by the individual who expressed them. The academic community environment should encourage a variety of modes in thought, behavior, and values within the guidelines of the community. An important aspect of the community is the recognition of differences between individuals. In all instances, including informal campus activities and associations, each individual should be assured that judgments about an individual are made on relevant criteria, and that each member of the community actively encourages practices that insure that all persons, irrespective of any irrelevant characteristics, are welcome on the campus and are extended all the privileges of the academic community to which they are entitled.
2. Rights and Responsibilities in the Classroom

a. Freedom of Expression

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

b. Instructional and Grading Procedures

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

Each student has the right to a course grade based upon a sound academic evaluation and upon a specified grading procedure. A student has the right to receive upon request a clarification of the grade received.

The faculty of each department, school, division, or equivalent unit, shall provide a committee to consider the appeal of those cases in which a student feels the performance evaluation was unfair. Colleges shall provide standing committees to consider cases in which the student or faculty member chooses to appeal the initial decision. Any of these committees shall have the authority to recommend to the Academic Vice President changes in the grade based upon its findings.

c. Instructor-Student Consultation

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

d. Student Evaluation of Instruction

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

3. Rights and Responsibilities in Other Instructional Settings

a. Freedom of Expression

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

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

Students should be free, individually or collectively, to express their views on issues of institutional policy and on matters of general interest to the student population. The students should have clearly defined means to participate equitably in the formulation of institutional policies and procedures which affect student life. Student government is the principal agency for student participation in the decision-making process of the College.

c. Student Organizations

Students bring to the campus a variety of interests and can be expected to develop new interests as members of the academic community. They should be free to organize and join associations to promote their common interests, provided those associations are not likely to materially and substantially disrupt the operation of the College. Students should be able to participate in those organizations provided they meet the membership requirements set up by the organization; in no instance will these criteria for membership violate the College’s non-discrimination policy.

Code of Conduct

Board Policy #3100

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

Procedure

Students are responsible to obey the laws of the state and nation, the regulations and policies of the Board of Trustees or the Nebraska State Colleges and of the Colleges; and to refrain from any conduct injurious to themselves, to others, or to the reputation or interests of the College.

A student shall not ignore a summons from the president or other officer of administration of the College, or from a member of the faculty.

Student misconduct as identified under this policy or a violation of college regulations or policy, whether occurring on or off the campus, may result in disciplinary action being taken against the student.

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

Students suspended or expelled from one of the State Colleges may be admitted to another Nebraska State College only under the same conditions that they would be readmitted to the College from which they were suspended.

Misconduct

The following acts shall be considered to constitute misconduct in the State College System for which an offending student or student organization may be subject to disciplinary sanctions.

1. Participation in a demonstration on the campus which materially and substantially disrupts or obstructs the normal operations, activities or functions of the College, including unauthorized occupation of College premises.
2. Failure to evacuate campus facilities or willfully ignoring any emergency or alarm signal or request to evacuate by appropriate emergency personnel.

3. Falsification or willful suppression of any information for or on an application for admission, or falsification or misuse of College identification and other documents.

4. Misuse of computers or computing resources.

5. Unlawful or unauthorized possession, use, distribution, dispensing, delivery, sale or consumption, manufacture, or being in the presence of any alcoholic beverage, including empty bottles/cans or any alcohol container on any part of the College campus including outdoor areas and parking lots.

6. Alcohol consumption that endangers the health, safety, or property of oneself or another, or requires medical treatment or College staff intervention.

7. Unlawful or unauthorized possession, use, distribution, delivery, dispensing, manufacture or sale, or being in the presence of any drug; being in possession of paraphernalia for drug use, except as expressly permitted by law, or being unlawfully under the influence of any drug unless directed by a licensed physician.

8. Inflicting unwanted physical contact on another person; conduct that intimidates, harasses, or threatens the safety, health, property, or life of others or oneself; participating or contributing to an incident of abuse or assault; causing, provoking or engaging in any fight, brawl or riotous behavior.

9. Any act occurring on the College campus or on the premises of a student housing unit which intentionally disturbs the peace and quiet of any person or group of persons.

10. Sexual harassment, assault or any other uninvited behavior of a sexually explicit nature.

11. Conduct which is unreasonably dangerous to the health or safety of other persons or oneself.

12. Theft or attempted theft of any property or receipt of stolen property.

13. Damaging or attempting to damage property of the College or of another individual.

14. Using or possessing bombs, explosives, incendiary devices, or fireworks.

15. Setting or attempting to set any fire on the campus or on the premises of any student housing unit, except in fireplaces or other facilities designated for fires.

16. Failing to report a fire or any other extremely dangerous condition when known or recognized on the campus or on the premises of any student housing unit.

17. Possessing or selling firearms, ammunition, weapons, explosives, or dangerous chemicals on the campus or on the premises of any student housing unit.

   Weapons used for hunting and other legitimate sport may be stored in an area designated by the College. The checking in and out of weapons from the designated storage area must be accomplished in accordance with procedures established by each College and published in their Student Handbook. Colleges are not required to provide weapon storage areas but may do so at their discretion.

18. Obstructing or failing to comply with the directions of a law enforcement officer, firefighter, or College official in the performance of his or her duty on the College campus, on the premises of any student housing unit or at any activity or event sponsored by the College or an organization.

19. Hazing any person; consent of the victim of the hazing will not constitute a defense to an allegation of misconduct for hazing.
20. Committing any unlawful act of indecent exposure or public indecency.

21. Participating in any gambling activity in violation of the laws of the State of Nebraska or of the United States.

22. Unauthorized use of any College property, facilities, equipment or materials.

23. Possessing, producing, manufacturing, or having manufactured without proper authorization, any key or unlocking device for use on any College facility or lock.

24. Serious traffic violations on the campus, including operating any vehicle while intoxicated, speeding, reckless endangerment, or reckless driving.

25. Violation of any student housing unit policy, rule or regulation.

26. Failure to redeem or make arrangements to redeem, within one week after receipt of written notice, an insufficient funds or no account check submitted to the College for cash or for payment of College goods or services;

27. Abuse of College disciplinary proceedings which includes, but is not limited to, failure to obey a request to appear before a disciplinary officer or committee, falsification of testimony, disruption or interference with the orderly conduct of any hearing, attempting to discourage any person from using College disciplinary procedures or participating in such procedures, attempting to influence the impartiality of a member of a disciplinary committee prior to any proceeding, filing a malicious or frivolous complaint, verbal or physical harassment or intimidation of a member of a disciplinary committee prior to, during, or after a proceeding, failure to comply with any sanction imposed, influencing or attempting to influence another person to commit an abuse of disciplinary proceedings, and a violation of the privacy rights of any student or College employee.

28. Any act by a student which occurs on the campus, on the premises of any student housing unit or at any activity or event sponsored by the College or an organization which is in violation of any ordinance of the municipality in which the College resides, shall constitute misconduct.

29. Falsely setting off or otherwise tampering with any emergency safety equipment, fire alarm, or other device established for the safety of individuals and/or college facilities.

30. Any other activity or conduct prohibited by the College in published policies.

Disciplinary Sanctions

Disciplinary sanctions may include warnings, demands for restitution or reimbursement, a period of probation, remedial behavioral requirements, remedial educational requirements, suspension, or expulsion.

In the event that a concurrent civil or criminal action for the same behavior which forms the basis of misconduct allegations under the provisions of this policy is in progress, the accused student may request in writing to the Vice President responsible for Student Affairs, or equivalent administrator, that the College delay the continuance of the due process procedures. By requesting to delay until the external civil or criminal proceedings has concluded, the student agrees that he or she shall not attend any College classes or College-sponsored events or activities or shall not enter or use College property without specific written authorization from the Vice President.

NON-ACADEMIC POLICIES

Discrimination

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.
Disruptive Student Policy

No person shall engage in any disorderly behavior that disrupts the College’s academic environment or the provision of College services. Faculty have a responsibility to maintain an effective learning situation in their classrooms and to deal promptly with any disruptions that interfere with the learning situation. The faculty are in charge of their classrooms. If they feel a student is interfering with the right of other students to profit from attendance in that classroom or if they feel that they are being unreasonably hindered in the presentation of subject matter, faculty have the right to eject the offending student from class and/or notify the appropriate academic Dean of the student’s behavior. Either course of action should be taken with discretion and for reasonable cause.

Prohibited behavior includes, but is not limited to, fighting, making unreasonable noise, refusing to obey a reasonable request by the faculty, the use of a cell phone or other electronic devices during class, using abusive or obscene language or gestures in class, harassment, or threats.

If a student is ejected from the class, the student must meet with the appropriate academic Dean before returning to class. When possible, such meetings will be scheduled in order to limit class sessions missed to one. The faculty member should immediately submit a written report of the incident to the academic Dean with a copy to the student and the Vice President for Enrollment Management and Student Affairs. (If the incident involves physical violence, a report should also be made to Campus Security.) Upon receipt of the report, the academic Dean will schedule a meeting with the student to discuss the incident. Any subsequent incident report made to the Vice President for Enrollment Management and Student Affairs involving the same student in any class will result in a student administrative hearing. The consequences of such action may include denying the student further access to the class or other disciplinary action, including dismissal from college as described in the Student Handbook.

Family Education Rights and Privacy Act of 1974

The primary purpose for maintaining student records at Peru State College is to assist students with their educational endeavors and to record institutional actions. It is the policy of the College to allow students to inspect, review, and challenge their educational records as provided by the Family Education Rights and Privacy Act of 1974 (Buckley Amendment).

The complete College policy regarding the Family Education Rights and Privacy Act can be found in the Student Handbook. Complaints about any alleged failure of the College to comply with the requirements of the Buckley Amendment should be first addressed to the Vice President for Enrollment Management and Student Affairs.

Policies Regarding Psychological Problems

Students experiencing psychological problems whose behavior is determined by College officials to prevent them from participating at a minimal level in academic pursuits or is disruptive to campus life may be involuntarily withdrawn from the College. A student will be subject to involuntary administrative withdrawal from the College, including College housing, if it is determined, by clear and convincing evidence, that the student is suffering from a mental disorder (as defined by the current American Psychiatric Association Diagnostic Manual, DSM-IV), and, as a result of the mental disorder:

a) engages, or threatens to engage, in behavior which poses a danger of causing physical harm to self or others, or;

b) engages, or threatens to engage, in behavior which would cause significant property damage, or directly and substantially impede the lawful activities of others.

Prior to an involuntary administrative withdrawal being considered, the Vice President for Enrollment Management and Student Affairs will review the student’s record and behavior. If a student is in counseling at the time of the disruptive behavior, appropriate releases of information as requested by the College will be required. Should a student not be in counseling with any counselor, the student will be required to submit to a psychological evaluation and agree to provide the College with a release of information regarding this evaluation. Prior to final action being taken by the Vice President for Enrollment Management and Student Affairs with respect to an involuntary administrative withdrawal, the student being considered for such action will be afforded the opportunity of a hearing before the administrative official who will be making a final decision in the case.
Application for readmission to the College after withdrawal for behavioral factors relating to a psychological condition requires evaluation by counselors designated by the College and final approval by the Vice President for Enrollment Management and Student Affairs.

**Sexual Assault Statement**

Sexual assault or any other uninvited behavior of a sexually explicit nature is a violation of the Board Policy 3100: Student Conduct and Discipline. Discipline in sexual cases includes the possibility of disciplinary suspension or permanent expulsion from the College. Peru State College has established the policies regarding campus discipline and the rights of the accuser and the accused in sexual assault cases. This process is outlined in the Student Handbook under Board Policy 3200: Due Process. Educational programs and services dealing with sexual assault are provided at Peru State College through the Residence Halls and the Student Health Center. Procedures outlined here apply to assistance available for both male and female sexual assault victims.

**Sexual Harassment Statement**

Sexual harassment is defined as unsolicited nonreciprocal behavior by an employee or student who is in a position to control another’s status and who uses the power or authority of that position to cause the employee or student to submit to sexual activity, or to fear he or she would be punished for the refusal to submit. Sexual harassment also includes any employee or student conduct of a sexual nature unreasonably interfering with a student’s educational performance or status by creating an intimidating, hostile, or offensive educational environment. Sexual harassment may consist of a variety of behaviors by an employee or student including, but not limited to, subtle pressures for sexual activity, inappropriate touching, inappropriate private language, demand for sexual favors, and physical assault.

**Students with Disabilities**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides in part, that if an “otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance,” said institution will be deemed in violation of the Act.

Peru State College provides the necessary auxiliary aids, services, and other reasonable accommodations needed by students with documented disabilities for access to College programs, services, or activities. Students with disabilities, including learning disabilities, attention deficit disorder, physical and/or psychological disorders, are encouraged to visit first with the Tutorial/ADA Services Coordinator in the Center for Achievement and Transition Services. Any student requesting special accommodations will be asked to provide a documented diagnosis of his or her disability from a qualified professional. This diagnosis must include a list of appropriate accommodations that will assist the College in ensuring the student is not discriminated against on the basis of his or her disability.

All students are encouraged to self-disclose their disabilities to their professors and inform them of any special needs. Students can receive support and assistance with self-disclosure through various campus support offices. Support services for students with disabilities include special tutoring, academic and personal counseling, academic and classroom accommodations, and referrals to other offices to ensure student success.

The goal of disability services on the Peru State College campus is to provide an equal access learning environment to help ensure the academic success of all students. All questions regarding services for students with disabilities should be directed to the Office of the Vice President for Enrollment Management and Student Affairs.
COLLEGE AND PUBLIC SERVICES

College Library

Housed in an award-winning building with a sculptured interior of cherry wood and stone surfaces, copper and leather, the oldest library in Nebraska is a serious place for individual and group research and study. Students have access to an extensive array of technology, including wireless notebooks with connectivity throughout the library and a computer lab. Accessible throughout campus and from home - and everywhere else - students have 24/7 Internet access to online databases with tens of thousands of journals, and hundreds of thousands of eBooks, and electronic proficiency tools for personal skill development. The library houses 600,000 items, and student development is further supported by an extensive hardcopy proficiency library. Research is supplemented by interlibrary loan from other libraries. Specialized research collections include the original manuscripts of authors Marion Marsh Brown, E.P. Conkle, Ruth Crone, and Louise Mears, as well as regional history. A floor of pre-school and K-12 classroom resources is devoted to teacher education and offers state-of-the art instructional technology for student coursework.

Peru State College National Alumni Association

All graduates of Peru State College, as well as former students, faculty and staff who request it, are considered members of the Peru State College National Alumni Association.

Active alumni chapters include Omaha (1955) and Northern California (1958). Homecoming, the annual 50-year Class Reunion and other activities are presented in conjunction with the PSC National Alumni Association. The National Alumni Association is operated under the auspices of the Peru State College Foundation.

GRADUATE ACADEMIC POLICIES AND GUIDELINES

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 data base 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 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.
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.

Acornmail

See Student Email Accounts.

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. Any theses and/or projects involving human subjects are required to use this form which is located on our web site at: http://www.peru.edu/academics/docs/irb-application-forms.pdf. 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 and Appendix E.

Advisor

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

Blackboard

Blackboard is Peru State College’s online learning platform. To access a Blackboard course a student must have a computer, an approved Internet browser, internet access, and be enrolled. Prior to the course start date, each student receives an email from the Distance Education Office with the subject line: “Welcome to your course – Cognition and Learning!

New students will first have a link to the online orientation that must be completed before the link to the course(s) will be available. Orientation familiarizes students with the screens and areas of Blackboard that will be used to complete the course. When orientation has been successfully completed, the course link is then available. Students can view the syllabus, assignments, announcements, instructor information, etc. Course links are usually available to students three days prior to the start date.

To Access Blackboard:

Username: Student’s NUID
Password: Student’s month of birth + date of birth
   e.g. – Birthday – February 7 – Password: 0207
Certificates of Achievement

Please note: Graduate Certificates of Achievement are available to graduate-level students only. Certificates of Achievement are not endorsements.

1. Classroom Behavior and Management
Courses cover advanced topics related to classroom behavior management, including the science behind behavior management for special education students and attachment theory. Considering the result of relevant research and exploring innovative strategies and processes to meet the various management challenges within today’s classrooms will enhance your capabilities as an effective practitioner. The following courses are required to earn this certificate:
   - Educ 533 – Classroom Management and Leadership (3 credit hours)
   - Educ 570 – Attachment and the Defiant School Child (3 credit hours)
   - SpEd 540 – Behavior Management (3 credit hours)

2. Instructional Mastery
Courses cover advanced topics related to instructional mastery, including contemporary instructional strategies and processes that support a collaborative learning environment. Considering the results of relevant research and exploring innovative strategies and processes to meet the needs of all learners within today’s classrooms will enhance your capabilities as an effective practitioner. The following courses are required to earn this certificate:
   - Educ 530 – Contemporary Instruction: Theory and Practice (3 credit hours)
   - Educ 540 – The Master Teacher (3 credit hours)
   - Educ 569 – Teachers as Collaborative Leaders (3 credit hours)

3. Instructional Technology
Definitely (and positively!) answer the question “Technology – Cure or Complication?” by pursuing this skill-oriented certificate. Develop application software, internet, and desktop publishing skills within the context of the role of technology in the learning process. The following courses are required to earn this certificate:
   - Educ 552 – Introduction to Multimedia Authoring (3 credit hours)
   - Educ 553 – Using the Internet (3 credit hours)
   - Educ 556 – Desktop Publishing (3 credit hours)

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 his/her 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 assessment occurs when a student is enrolled in 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 Graduate Programs. 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.
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.

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 Admission and Retention Committee.

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 Graduate Programs shall make the final decision regarding removal of a graduate candidate from the program. 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 complete their work in an accelerated program which allows for camaraderie with other members of the e-cohort. All courses are completed entirely online with no live meetings. New e-cohorts begin each summer session.

**Grade Appeals**

Students who disagree with the assignment of a final grade by an instructor may file an appeal using 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 Graduate Programs 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 Dean of Graduate Programs 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 of Graduate Programs will consider the appeal and documents formally submitted by the student.
   b. The Dean of Graduate Programs 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 of Graduate Programs is also the instructor whose grade is the subject of the appeal, the Vice President for Academic 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 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 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

Degree-seeking students 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. Students must re-take any course that received a grade below a “C.” A student’s course history and grades can be accessed through the student’s Student Center in myPSC.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>C+</td>
<td>75 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 74%</td>
</tr>
<tr>
<td>D+</td>
<td>65 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 64%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

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.

Students complete the candidacy requirements as part of Educ 600 – Sociology of Education.

*Please review Checkpoint #2 on page 12 of this document for complete details.*

Graduation Application Filing

Students must submit a formal application for graduation and the application fee to be considered as a candidate for the degree. The Application for Graduation and the application fee are submitted 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

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.
2. Submit Permission Form (located on the Graduate Programs web site); and
3. 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

Incomplete Coursework 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 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 signature of the student, instructor, and Dean. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

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

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 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. The final paper requires a minimum of 5 pages per credit hour received. Complete requirements for the internship may be found on the Graduate Programs web site and Appendix F.

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.

Students are introduced to LiveText and are given specific instructions for purchasing the membership 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 12.

Students are responsible for the completion of all aspects of the portfolio. 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 (Appendix I) which is at, or above, the acceptable level of performance (80%).
Readmission to Graduate Programs

Readmission is for students who have previously attended PSC but have interrupted their enrollment for a period of one semester. 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 Peru State College and 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).
Student Email Accounts

Students can obtain their email account through their Student Center in myPSC. Students can usually access their Acornmail email about 24 hours after enrolling in a course.

Email Address: Firstname.lastname plus last four digits of the student’s NUID  
e.g., John.Doe1234@acornmail.peru.edu

Exception: Students who have previously attended Peru State College will continue to have their same email address.

To use Acornmail:

Username: Firstname.lastname plus last four digits of student’s NUID  
e.g., John.Doe1234

Password: NUID@psc  
e.g., 12345678@psc

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.

Any theses and/or projects involving human subjects are required to use this form which is located on our web site at: http://www.peru.edu/academics/docs/irb-application-forms.pdf. The project must be approved by the Dean of Graduate Programs. 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 and Appendix G.

Transcripts

Unofficial transcripts and course histories can be found in the student’s Student Center in myPSC. 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 process for requesting transcripts can be located on the Student Records web site.

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 by submitting the Transfer Request form (see Appendix A) and requesting an official transcript be sent to the Dean of Graduate Programs. 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.
Withdrawal From Courses

To improve conditions associated with student success, there is no longer an add/drop period during the first week of 8-week courses. Students will need to add or drop these courses before the start date. Courses will be available the weekend before the start date for those registered.

Please check the course descriptions and syllabi to review course requirements.
Appendix A

Application for Transfer Credit
Application for Coursework to be Transferred to Peru State College

Graduate Programs Office
Peru State College
P.O. Box 10
Peru, NE 68421

A maximum of 6 credit hours may be allowed to substitute for Peru State College coursework.

Name: ___________________________________________________________

Student Identification Number: ________________________________

Student Email Address: _________________________________________

Student Address: _______________________________________________

Name of Institution: _____________________________________________
(Institution where transfer request course was completed)

Number and Name of Course: _____________________________________

Number of Credit Hours: ___________ Grade: _______________________

Peru State College Course to Replace: _______________________________

Name of Institution: _____________________________________________
(Institution where transfer request course was completed)

Number and Name of Course: _____________________________________

Number of Credit Hours: ___________ Grade: _______________________

Peru State College Course to Replace: _______________________________

Please consider the course(s) listed above for transfer as elective courses for my Master of Science degree program.

Student Signature Date

It is the student’s responsibility to request that an official transcript(s) be sent to Peru State College.

Office Use Only

Substitution will be allowed at Peru State College for the course(s) and semester hours listed above.

APPROVAL:

Greg Seay, Dean of Graduate Programs Date
Appendix B

Degree Candidates
Degree Candidates
Graduation Commencement Participation Information

Peru State College grants appropriate degrees to eligible candidates following the close of the each session – May, August, and December. There is no graduation ceremony during the summer or fall term. However, the College does provide the opportunity for participation in a formal commencement.

May Graduation
Candidates for graduate degrees to be granted in May may attend the current year’s commencement ceremony which is usually the first Saturday of May.

If this option is elected the student will:

- Complete an application for May graduation by the deadline date. 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, gown and hood 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 confirmation of completion of degree requirements.
- The student’s permanent academic record (transcript) and diploma will indicate a May date of graduation.
- Graduation fees are required to be paid even if a candidate does not participate in a commencement ceremony.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).

August Graduation
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, gown and hood 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 and are required to be paid even if a candidate does not participate in a commencement ceremony.
- 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, gown and hood 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 and are required to be paid even if a candidate does not participate in a commencement ceremony.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).

**December Graduation**
Candidates for graduate degrees to be granted in December may attend the following year’s commencement ceremony which is usually the first Saturday of May.

If this option is elected the student will:

- Complete an application for December graduation by the deadline date. Individuals are responsible for contacting the Graduate Programs Office requesting inclusion in the May commencement. The deadline is March 1 of the same year.
- Individuals will wear the appropriate cap, gown and hood 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 confirmation of completion of degree requirements.
- The student’s permanent academic record (transcript) and diploma will indicate a December date of graduation.
- Graduation fees are required to be paid even if a candidate does not participate in a commencement ceremony.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).
Appendix C

Conceptual Framework
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).

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

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

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

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

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

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

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

**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).

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

2.1.1 Candidates effectively collaborate within the larger learning community to positively impact student learning.
2.1.2 Candidates examine and apply educational ideas, concepts, and current research with college faculty and colleagues.

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

**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).

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

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

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

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

**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


Appendix D

Course Descriptions
Course Descriptions

Students can view a generic syllabus for each course through the Graduate Programs web site – forms & documents page. View the Course Descriptions and click on the course name to view the generic syllabus.

**Educ 505 Diversity in Education** (3 hours)
Prerequisite: Graduate Status
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.

**Educ 510 Current Issues in Education** (3 hours)
Prerequisite: Graduate Status
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.

**Educ 512 Technology and Mediated Instruction** (3 hours)
Prerequisite: Graduate Status
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.

**Educ 515 Technology Leadership** (3 hours)
Prerequisites: Graduate Status
This course explores and applies key educational leadership principles in technology use. Participants will analyze these principles in their professional settings and develop a proposal that has significant value to their role as a leader in educational technology. Course topics include: shared vision, planning, access, integration, assessment and evaluation, support, professional development, community relationships, and ethical and legal issues.

**Educ 520 Moving from Discipline to Self-Discipline: A Developmental Approach** (3 hours)
Prerequisite: Graduate Status
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.

**Educ 530 Contemporary Instruction: Theory to Practice** (3 hours)
Prerequisite: Graduate Status
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 - NBPTS) will be analyzed and their applications investigated within working classroom environments at the elementary and secondary levels.

**Educ 533 Classroom Management & Leadership** (3 hours)
Prerequisite: Graduate Status
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.
**Educ 540 The Master Teacher**
Prerequisite: Graduate Status
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.

**Educ 542 Supervision of Student Teachers**
Prerequisite: Graduate Status
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.

**Educ 552 Introduction to Multimedia Authoring**
Prerequisite: Graduate Status
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-based learning experiences, students will explore the hardware and software related to multimedia authoring.

**Educ 553 Using the Internet**
Prerequisite: Graduate Status
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.

**Educ 556 Desktop Publishing for Teachers**
Prerequisite: Graduate Status
The course provides experiences 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.

**Educ 569 Teachers as Collaborative Leaders**
Prerequisite: Graduate Status
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.

**Educ 570 Attachment and the Defiant School Child**
Prerequisite: Graduate Status
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.

**Educ 600 Sociology of Education**
Prerequisite: Educ 512 and Educ 601
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. This course requires a one-day practicum outside of the school setting where the degree-seeking candidate currently teaches.
**Educ 601 Study Design and Data Collection** (3 hours)
Prerequisite: Graduate Status
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.

**Educ 602 Statistical Methods and Data Analysis** (3 hours)
Prerequisite: Graduate Status
This course offers training and understanding of common descriptive and inferential statistical techniques for conducting research and engaging in scholarly activities.

**Educ 605 Cognition and Learning** (3 hours)
Prerequisite: Educ 600
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.

**Educ 621 Curriculum Development** (3 hours)
Prerequisite: Educ 600
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.

**Educ 623 Assessment of Instruction** (3 hours)
Prerequisite: Educ 600
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.

**Educ 695 Graduate Internship** (3-6 hours)
Prerequisite: Permission of the Dean of Graduate Programs

**Educ 696 Thesis/Action Research Project I** (3 hours)
Prerequisite: Permission of the Dean of Graduate Programs

**Educ 697 Thesis/Action Research Project II** (3 hours)
Prerequisite: Permission of the Dean of Graduate Programs

**Psyc 565 Child Abuse and Neglect in the Work Environment** (3 hours)
Prerequisite: Graduate Status
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 as 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.
SpEd 500 Inclusionary Practices for Special Education  
Prerequisite: Graduate Status  
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.

SpEd 540 Behavior Management  
Prerequisite: Graduate Status  
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.

SpEd 574 Special Education Laws and Practices  
Prerequisite: Graduate Status  
This course will provide an overview of the historical background of special education law as well as current issues and trends. Critical analysis of cases concerning practices in schools will also be part of the course. Court cases will also be research to determine areas that may affect the school’s special education decision making process.
Appendix E

Guidelines for Completing an Action Research Project
Guidelines for Completing an Action Research Project

(3-6 credit hours)

*Educ 696/697 Prerequisite: Permission of Dean of Graduate Programs 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 Faculty Mentor will oversee the research project and upon completion, recommend approval to the Dean of Graduate Programs.

The criteria as identified in the approved description include:

a. The Action Research Project should relate to the student’s practitioner status or interest.
b. The Action Research Project should reflect current research.
c. The Action Research Project should constitute a major experience in the Master of Science Degree program. Items a and b above indicate that some review of current literature in the student’s area of emphasis would be incorporated into a major experience.
d. 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 recommended 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. Students are encouraged to complete Educ 601 - Study Design and Data Collection. In this course you may determine your research project and you are permitted to write the first three chapters of your research paper, following APA guidelines.

2. Request a faculty member of your choice to serve as the mentor for your research project and then 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 verify the Faculty Mentor assigned to oversee your project.

3. Remember that your Faculty Mentor is your advocate. Keep in touch and communicate frequently as you write 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. Begin your research project. Submit a copy of your research permission to register form to your Faculty Mentor for your file. Continue to confer with your Faculty Mentor during the process.

4. 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 master program. You should register for the course during the term in which you will complete your project and the writing of your final report. The report should be a minimum of 30 pages.

5. When your research is completed, collaborate with your Faculty Mentor as you complete Chapters 4 and 5. Your Faculty Mentor will make suggestions and recommendations.

6. When your research project is completed, you submit a final copy of your paper to your Faculty Mentor. Minor revisions may be necessary to meet the expectations for the project report.
7. **Suggested format for your final completed paper:**
   a. Cover page
   b. Action Research Acceptance 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, 5
      - Chapter 1 – Introduction
      - Chapter 2 – Review of Literature
      - Chapter 3 – Methods and Procedures
      - Chapter 4 – Results
      - Chapter 5 – Conclusions and Recommendations
   f. References
   g. Appendices
   h. Permission to do research letter from your school district

8. **Once your project report has been approved by your faculty mentor, you submit a final copy of your Action Research Project paper to the Dean of Graduate Programs. That copy should be in a three ring binder or spiral bound.**

9. **If 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 must be completed and the grade submitted to the Student Records Office within the next academic term (not including summer session).
Appendix F

Guidelines for Completing a Graduate Internship
Guidelines for Completing a Graduate Internship
(3-6 credit hours)

Prerequisite: Permission of the Dean of Graduate Programs 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 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. Students are encouraged to complete the major part of the program (normally 27 hours). The student should have successfully completed Educ 601 – Study Design and Data Collection.
2. The student consults with the Dean of Graduate Programs to arrange internship opportunity.
3. The student discusses the timeline for the completion of the internship with the Dean of Graduate Programs and submits the initial internship paperwork to the Dean of Graduate Programs for approval of placement.
4. The student completes internship, as identified from placement documentation, and keeps a log of hours and activities.
5. The student arranges an appointment via phone or in person with the 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. The Graduate Programs office recommends that the Reflective Paper should be a minimum of 4 pages for each credit hour received.
6. The 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.
7. 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).
Appendix G

Guidelines for Completing a Thesis
Guidelines for Completing a Thesis
(3-6 Credit Hours)

Educ 696/697 Prerequisite: Permission of the Dean of Graduate Programs and substantial completion of the program (normally 27 hours)

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. The student is encouraged to complete the required research courses, Educ 601 - Study Design and Data Collection and/or Educ 602 - Statistical Methods and Data Analysis.

2. The student completes the major part of the program (normally 27 hours).

3. The 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. The student discusses the timeline for the completion of the Thesis with his/her Faculty Mentor.

5. The 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. The 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. The 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. The student discusses the proposal with the Faculty Mentor, making necessary additional adjustments.

9. The 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. The student presents the completed Thesis to the Faculty Mentor for review and possible recommendation of revisions. The Thesis may be a minimum of 10 pages for every credit hour received.

11. The student revises if necessary.
12. The student submits a copy of the final Master of Science Degree Thesis to the Faculty Mentor.

13. The 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).
Appendix H

Online Course Rotation Schedule
# Online Course Rotation Schedule

## 8 Week Online Core Courses

**M.S. in Education only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>Educ 512</td>
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## 8 Week Online Courses – M.S. in Education / Recertification / Electives

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<td>Educ 520</td>
<td>Moving from Discipline to Self-Discipline</td>
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<td>Educ 530</td>
<td>Contemporary Instruction (3)</td>
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## 3 Week Online In-service Course – meets Human Relations requirement

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## 16 Week Online Courses

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<td>Educ 697</td>
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## Certificate of Achievement in Classroom Behavior & Management (not endorsement)

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<td>Educ 570</td>
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## Certificate of Achievement in Instructional Technology (not endorsement)

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## Certificate of Achievement in Instructional Mastery (not endorsement)

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Appendix I

Portfolio Evaluation Rubric
## Portfolio Evaluation Rubric

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<tr>
<th></th>
<th>Outstanding (5 pts)</th>
<th>Acceptable (4 pts)</th>
<th>Evolving (3 pts)</th>
<th>Unacceptable (2 pts)</th>
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<tbody>
<tr>
<td><strong>Portfolio Welcome</strong> (1, 10%) NBPTS.3.5 PERU-G.1.1.4</td>
<td>Introduction is detailed and well written; purpose for portfolio is clearly identified; welcome is innovative and dynamic and includes an appropriate visual to represent the candidate as a teacher educator.</td>
<td>Introduction is well written; purpose for portfolio is referenced; page positively promotes the candidate and includes a visual to represent the candidate as a teacher educator.</td>
<td>Introduction is brief and vague; page weakly represents the candidate as a teacher educator.</td>
<td>Introduction not provided for the portfolio.</td>
</tr>
<tr>
<td><strong>Autobiography</strong> (2, 20%) NBPTS-1.4 NBPTS.3.5</td>
<td>Autobiography is detailed and provides comprehensive background; program goals described in detail; no errors in spelling and grammar; 200 word minimum met.</td>
<td>Autobiography provides a solid overview of the individual’s background; programs goals identified; few errors in spelling and grammar; 200 word minimum met.</td>
<td>Autobiography provides information on the individual’s background; however, goals not clearly identified; some errors in spelling and grammar; 200 word minimum met.</td>
<td>Autobiography is vague and/or very brief; goals not clearly identified; some errors in spelling and grammar; 200 word minimum not met.</td>
</tr>
<tr>
<td><strong>Resume/Vita</strong> (1, 10%) PERU-G.1.1.4</td>
<td>Resume is formatted to highlight strengths. Resume provides a detailed description of skills, experiences, and accomplishments. Good techniques such as action words are used. Perfect use of grammar, punctuation, and spelling.</td>
<td>Resume is professionally formatted. Resume provides a clear description of skills, experiences, and accomplishments.</td>
<td>Resume is not formatted well. Resume includes basic elements such as personal contact information, education, and experience but does little to represent individual beyond these basic areas.</td>
<td>Resume is extremely weak and does little to provide information related to professional experiences.</td>
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<tr>
<td><strong>Educational Philosophy</strong> (2, 20%) 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 PERU-G.1.1.3 PERU-G.3.1.1 PERU-G.3.1.3</td>
<td>No grammatical, spelling or punctuation errors. Philosophy addresses, in detail, the critical aspects of education and provides supporting theories or justifications for</td>
<td>Few grammatical, spelling or punctuation errors. Philosophy addresses many of the critical aspects of education and provides some supporting theories or justifications for</td>
<td>Some grammatical, spelling or punctuation errors. Philosophy addresses some of the critical aspects of education, but supporting theories or justifications are</td>
<td>Many grammatical, spelling or punctuation errors. Philosophy vaguely refers to critical aspects of education; no supporting theories or justifications</td>
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<td>Outstanding (5 pts)</td>
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<td>beliefs.</td>
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<tr>
<td><strong>Program Artifacts</strong> (4, 40%)</td>
<td><strong>Program Artifacts</strong> (4, 40%)</td>
<td><strong>Program Artifacts</strong> (4, 40%)</td>
<td><strong>Program Artifacts</strong> (4, 40%)</td>
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</tr>
<tr>
<td>NBPTS-2.1 NBPTS-4.1</td>
<td>NBPTS-2.1 NBPTS-4.1</td>
<td>NBPTS-2.1 NBPTS-4.1</td>
<td>NBPTS-2.1 NBPTS-4.1</td>
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<td>PERU-G-3.1.1 PERU-G.2.1.2</td>
<td>PERU-G-3.1.1 PERU-G.2.1.2</td>
<td>PERU-G-3.1.1 PERU-G.2.1.2</td>
<td>PERU-G-3.1.1 PERU-G.2.1.2</td>
<td></td>
</tr>
<tr>
<td>A minimum of 5 program artifacts are provided, including the Instructional Analysis Project. Artifacts vary in type and focus. All sections are complete for each program artifact page. 3-5 standards are selected that clearly align to each artifact. Reflections are detailed, thoughtful, and well written.</td>
<td>A minimum of 5 program artifacts are provided, including the Instructional Analysis Project. Artifacts vary in type and focus. All sections are complete for each program artifact page. 3-5 standards are selected for each artifact. Reflections are detailed, thoughtful, and well written.</td>
<td>2-3 program artifacts are provided. All sections are complete for each program artifact page. 3-5 standards are selected for each artifact. Reflections make connection between artifact and standards.</td>
<td>One or more program artifacts are provided; however, some sections are incomplete and/or do not demonstrate reflective practice.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix J

Recommendation Form
Recommendation Form
Peru State College
Member Institution of the Nebraska State College System
Master of Science in Education – Curriculum and Instruction

PART 1: TO BE COMPLETED BY THE APPLICANT

Name of Applicant: (Please print clearly or type)

____________________________________________________________________________________

Last                                                      First                                      Middle

Address of Applicant:

Under PL 90-147, Sec. 438, I voluntarily waive (____), do not waive (____) my right to examine the following confidential evaluation.

___________________________________________

Applicant Signature                                                                    Date

PART 2: TO BE COMPLETED BY THE PERSON WRITING THE RECOMMENDATION:

Please fill out the following information and return it to:
Office of Graduate Admissions, Peru State College, P.O. Box 10, Peru, NE 68421

PSC Graduate Education Dispositions
Please indicate the level at which this individual currently demonstrates each disposition by circling the appropriate number (4 = Outstanding, 3 = Acceptable, 2 = Evolving, 1 = Unacceptable)

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate independently seeks opportunities to engage in learning.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The candidate appreciates the importance of diversity and the impact diversity has in living a rich, full life. (D)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The candidate demonstrates self-direction and initiative in his/her learning and practice.</td>
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<tr>
<td>The candidate values his/her role as an educator.</td>
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<tr>
<td>The candidate values the roles of community and families in learning and developing. (D)</td>
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<tr>
<td>The candidate practices reflective and critical thinking.</td>
<td></td>
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<tr>
<td>The candidate values collaborative, cooperative, and inclusive learning environments. (D)</td>
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<tr>
<td>The candidate demonstrates professional responsibility.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment. (D)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.</td>
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<tr>
<td>The candidate fulfills responsibilities in a timely manner.</td>
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<td></td>
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</tr>
<tr>
<td>The candidate is punctual and dependable.</td>
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<tr>
<td>The candidate demonstrates honesty and integrity.</td>
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</tr>
<tr>
<td>The candidate demonstrates the expectations of state guidelines that identify the standards of ethical and professional performance. (i.e., Nebraska Department of Education Rule 27)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
1. Summary Evaluation: Overall scholarly/professional ability. In comparison with a representative group of students/teachers with whom you have worked, how do you rate the general all-around scholarly/professional ability of the applicant:

_____ Outstanding (in the top 10%)
_____ Good (top 25%)
_____ Average (probably upper 50%)
_____ Below average (lower 50% but recommended)
_____ Not recommended

Comments:

2. What is your estimate of the applicant’s promise as a graduate student? (Give views on such matters as previous accomplishments; intellectual independence; capacity for analytical thinking; ability to work with others; ability to organize and express ideas clearly, orally and in writing; drive and motivation.)

3. The applicant is/was:

☐ my employee ☐ my student ☐ my colleague ☐ other, please specify _____

4. I _____ strongly recommend
   _____ recommend
   _____ recommend with reservations
   _____ DO NOT recommend

   this student be admitted to graduate studies.

Signature _______________________________ Date ______________________

Name ________________________________ (printed or typed)

Title

Address

EMail

Please mail to: Office of Graduate Admissions
Peru State College
P.O. Box 10
Peru, NE 68421
Appendix K

Recommended Course Rotation Schedule
## Master of Science in Education
### Online Students Recommended Schedule

#### Certificate of Achievement - Classroom Behavior and Management

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term</th>
<th>Course</th>
<th>Term</th>
<th>Course</th>
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<tbody>
<tr>
<td>Summer</td>
<td></td>
<td>Educ 512</td>
<td></td>
<td>Educ 601</td>
</tr>
<tr>
<td>Fall</td>
<td>I</td>
<td>Educ 533</td>
<td>II</td>
<td>Sped 540</td>
</tr>
<tr>
<td>Spring</td>
<td>I</td>
<td>Educ 570</td>
<td>II</td>
<td>Educ 510 (or any elective)</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td>Educ 602</td>
<td></td>
<td>Educ 505 (or any elective)</td>
</tr>
<tr>
<td>Fall</td>
<td>I</td>
<td>Educ 621</td>
<td>II</td>
<td>Educ 600</td>
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<tr>
<td>Spring</td>
<td>I</td>
<td>Educ 623</td>
<td>II</td>
<td>Educ 605</td>
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#### Certificate of Achievement - Instructional Mastery

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<th>Course</th>
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<td>Educ 540</td>
<td>II</td>
<td>Educ 530</td>
</tr>
<tr>
<td>Spring</td>
<td>I</td>
<td>Educ 533 (or any elective)</td>
<td>II</td>
<td>Educ 569</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td>Educ 602</td>
<td></td>
<td>Educ 505 (or any elective)</td>
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<tr>
<td>Fall</td>
<td>I</td>
<td>Educ 621</td>
<td>II</td>
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<tr>
<td>Spring</td>
<td>I</td>
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<td>Educ 605</td>
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#### Certificate of Achievement - Instructional Technology

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<td>II</td>
<td>Educ 533 (or any elective)</td>
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<td>Educ 553</td>
<td>II</td>
<td>Educ 556</td>
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<tr>
<td>Summer</td>
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<td>Educ 602</td>
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<td>Educ 505 (or any elective)</td>
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<tr>
<td>Fall</td>
<td>I</td>
<td>Educ 621</td>
<td>II</td>
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<td>Spring</td>
<td>I</td>
<td>Educ 623</td>
<td>II</td>
<td>Educ 605</td>
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</table>

OR

<table>
<thead>
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<th>Semester</th>
<th>Term</th>
<th>Course</th>
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<tr>
<td>Spring</td>
<td>I</td>
<td>Educ 623</td>
<td>II</td>
<td>Educ 605</td>
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</tbody>
</table>
Appendix L

Student Timeline for Completing Coursework
# 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.)*

## 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)
- 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.
Appendix M

Personnel
Personnel

Faculty
(Date indicates in which service at Peru State College began.)

Mark Beischel (2000)................................................................. Professor of Psychology
B.A., University of Dayton; B.A., Catholic University of America; M.A., University of Detroit; Ed.D., Indiana University

Gina Bittner (2006).................................................................. Assistant Professor of Education
B.S., Nebraska Wesleyan; M.A. Ed., University of Northern Colorado

Anthony Citrin (1986)................................................................... Professor of Education
B.A., M.A., University of Kentucky; Ed.S, Central Michigan University; Ed.D., Western Michigan University

Julie Jones-Branch (2010)........................................................... Assistant Professor of Education
B.S., M.S., Ph.D.

Mary (Liz) Kearney (2004).......................................................... Assistant Professor of Education
B.A., Manhattanville College; M.A., University of Alabama; Ed.D., University of Nebraska-Lincoln

Margaret (Ellie) Kunkel (2003).................. Associate Professor of Health, Physical Education and Recreation
B.S., M.S., Central Missouri State University; Ed.D., Tennessee State University

Johann Murray (2003) .............................................................. Assistant Professor of Health, Physical Education and Recreation
B.A., Glassboro State College; M.A., St. John’s College; M.A., Brigham Young University; Ed.D., The Fielding Institute

Kristi Preisman (2005).................................................................. Associate Professor of Education
B.A., University of Nebraska-Kearney; M.A., University of Nebraska-Omaha; Ph.D., University of Texas at Austin

H. Kyle Ryan (2009)................................................................. Assistant Professor of health, Physical Education and Recreation
B.A., M.S., Humboldt State University, Ph.D., University of Northern Colorado

Darolyn Seay (2008).................................................................. Instructor of Education
B.S., M.Ed., Univeristy of Central Oklahoma

Evi Wusk (2011).......................................................... Assistant Professor of Education
B.S., M.S., Peru State College

Greg Zost (2005)................................................................... Associate Professor of Education
B.A., Austin State University; M.A., Adams State College; Ph.D., Capella University

Loretta Zost (2009).................................................................. Assistant Professor of Education
B.G.S., University of Mary Hardin-Baylor; M.Ed., Adams State College; Ph.D., Capella University
Administrative Officers

Dan Hanson (2009) ......................................................................................................................... President

Bruce Batterson (2000) .......................................................................................... Vice President for Administration and Finance
B.A., Ripon College; M.B.A., University of Nebraska-Omaha; J.D. University of Minnesota Law School

Todd L. Drew (1999) ........................................................................................................... Vice President for Academic Affairs
B.S., M.B.A., Ohio State University; M.Ed., University of Maine; Ed.D., University of Nebraska-Lincoln

Michaela Willis (2000) ........................................................................................................ Vice President for Enrollment Management and Student Affairs
B.A., M.A., Doane College

Academic Deans

Greg Galardi (2004) ........................................................................................................ Dean of the School of Professional Studies
B.A., Bellevue College; M.S., Central Michigan University; M.B.A., D.B.A., Northcentral University

Patrick Fortney (2006) ........................................................................................................ Dean of the School of Arts and Sciences
B.M.E., M.Ed., University of Nebraska-Lincoln; Ph.D., University of Miami

Jody Kupper (2005) ............................................................................................................... Dean of the School of Education
B.A., Wayne State College; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln

Greg Seay (2008) ...................................................................................................................... Dean of Graduate Programs
B.A., M.A., Southern Nazereine University; M.B.A., University of Phoenix; Ed.D., Oklahoma State University

Graduate Programs Personnel

Jessica Stanley (2010) ........................................................................................................ Office Assistant
B.S., Peru State College

Linda Staples (1988) ........................................................................................................... Coordinator, Instructional Resources
B.S., Tarkio College