Peru State is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title 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, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

This catalog contains official information for the 2015-2016 academic year. The College reserves the right to repeal, change, or amend academic and other policies, as well as tuition and fees, and may withdraw, add to, or modify courses and programs at any time.

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

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

Graduate Programs phone number is:
(402) 872-2314

Graduate Programs Home Page address is:
http://www.peru.edu/graduate/
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### FALL SEMESTER 2016

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to drop/add Term I classes (8 weeks)</td>
<td>Sunday</td>
</tr>
<tr>
<td>Online Term I (8 weeks) classes begin</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day Holiday (offices closed)</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline – 1st 8 week session (late fees after this date)</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Mid-Term – Online Term (8 weeks)</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to withdraw from Term I (8 weeks) classes with a “W”</td>
<td>Friday</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Saturday</td>
</tr>
<tr>
<td>Applications for May/August 2017 graduation due</td>
<td>Saturday</td>
</tr>
<tr>
<td>Online Term I (8 weeks) classes end</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to add/drop Term II classes (8 weeks)</td>
<td>Sunday</td>
</tr>
<tr>
<td>Online Term II (8 weeks) classes begin</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline – 2nd 8 week session (late fees after this date)</td>
<td>Monday</td>
</tr>
<tr>
<td>Registration for Spring Semester 2017</td>
<td>Tuesday-Thursday</td>
</tr>
<tr>
<td>Mid-Term – Online Term II (8 weeks)</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to withdraw Term II (8 weeks) classes with a “W”</td>
<td>Friday</td>
</tr>
<tr>
<td>Fall Break (offices closed – Thursday and Friday)</td>
<td>Wednesday-Friday</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Tuesday-Friday</td>
</tr>
<tr>
<td>Term II classes end</td>
<td>Friday</td>
</tr>
<tr>
<td>December 2016 Graduation (formal ceremony held in May 2017)</td>
<td>Friday</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to drop/add Term I classes (8 weeks)</td>
<td>Sunday</td>
</tr>
<tr>
<td>Online Term I (8 weeks) classes begin</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline – 1st 8 week session (late fees after this date)</td>
<td>Monday</td>
</tr>
<tr>
<td>Mid-Term – Online Term (8 weeks)</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to withdraw from Term I (8 weeks) classes with a “W”</td>
<td>Friday</td>
</tr>
<tr>
<td>Summer Session early registration</td>
<td>Monday</td>
</tr>
<tr>
<td>Applications for December 2017 graduation due</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Online Term I (8 weeks) classes end</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to add/drop Term II classes (8 weeks)</td>
<td>Sunday</td>
</tr>
<tr>
<td>Online Term II (8 weeks) classes begin</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline – 2nd 8 week session (late fees after this date)</td>
<td>Monday</td>
</tr>
<tr>
<td>Registration for Fall Semester 2016</td>
<td>Tuesday-Thursday</td>
</tr>
<tr>
<td>Mid-Term – Online Term II (8 weeks)</td>
<td>Friday</td>
</tr>
<tr>
<td>Last day to withdraw Term II (8 weeks) classes with a “W”</td>
<td>Friday</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Tuesday-Friday</td>
</tr>
<tr>
<td>Term II classes end</td>
<td>Friday</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

## SUMMER SESSION 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Internships begin</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline - Internships</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day to drop/add summer session classes</td>
<td>Sunday</td>
</tr>
<tr>
<td>Summer Session begins (graduate and undergraduate)</td>
<td>Monday</td>
</tr>
<tr>
<td>Payment Deadline - Summer Session</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day to withdraw classes with a “W” (8 weeks)</td>
<td>Friday</td>
</tr>
<tr>
<td>Summer Session ends (graduate and undergraduate)</td>
<td>Friday</td>
</tr>
<tr>
<td>Summer Internships end</td>
<td>Friday</td>
</tr>
<tr>
<td>Summer Graduation Date (formal ceremony held in May 2017)</td>
<td>Friday</td>
</tr>
</tbody>
</table>
AN INTRODUCTION TO PERU STATE COLLEGE

Peru State’s History

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

Nebraska’s first college, established in 1867 as a teacher training school with one building and 60 students, has transformed over the past century and a half into a state-of-the-art institution offering diverse, multifaceted educational programs to around 2,400 students. Peru State has long been a wellspring of leadership, an invaluable resource for communities and businesses, and a source of accomplished graduates known for their excellent education and professional competence. The College has enjoyed considerable support from the State of Nebraska, with more than $50 million of campus renovation projects funded over the last decade. While we serve students around the globe, Peru State retains a special commitment to serve the residents and needs of the southeast Nebraska community through education, research, and public service programs.

Mission

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

Vision

Peru State will be a college of choice fostering excellence and student achievement through engagement in a culture that promotes inquiry, discovery, and innovation.

Values

Educational engagement is an active approach to teaching and learning that considers the diversity of students and creates a culture of ownership, inclusion, and leadership. It empowers all students and employees to connect personally with the educational experience, others and society by creating opportunities for direct involvement in learning.

Engaged educators and learners seek to understand and respect multiple perspectives in the search for solutions to problems through inquiry and research. This process facilitates the discovery of new ideas and better practices. These discoveries, along with continuous reflection and a commitment to service, foster a culture of innovation resulting in progressive change that benefits society.

Goals

Peru State seeks 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. The College has been accredited by the organization since 1915. In 2012, Peru State received continuing accreditation for the next 10 years from the Higher Learning Commission. The College received the best possible evaluation result, with no follow up visits or other reporting required, placing it in an elite group of institutions in the region.

Peru State 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 is also a charter member of the Nebraska Council on Teacher Education. Peru State is a member institution of the Nebraska State College System.
GRADUATE ADMISSION INFORMATION

Apply for Graduate Admission
The Office of Graduate Programs at Peru State College welcomes inquiries and applications from all individuals who wish to pursue their educational graduate goals.

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

The Office of Graduate Programs provides the following tips for graduate students considering enrollment at Peru State College:

- Students are encouraged to apply online at www.peru.edu/graduate.
- All graduate students seeking admission must complete the online Graduate Application for Admission.
- The Office of Graduate Programs receives and processes all graduate applications and required documentation, and issues acceptance notification. Correspondence concerning the admission process and requests for applications should be directed to the Office of Graduate Programs.
- Students seeking the Master of Science in Education degree must submit the following documentation to the Office of Graduate Programs:
  - Completed online graduate Application for Admission;
  - Official transcript of conferred bachelor degree from an accredited institution with a GPA of at least 3.0;
    - Former Peru State College Students are not required to submit a PSC transcript.
  - Two Peru State Master of Science in Education Recommendation forms with one from an immediate supervisor or principal. (Recommendation forms from family members are not acceptable). Recommendation forms are located on the Graduate Programs web site on the Forms & Documents page.
  - Copy of current teaching certificate; and
  - Professional resume.

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

Notice of Admission
Applicants will receive an email notification from the Office of Admissions that the online application has been received. The online application is then processed into Peru State’s student information system at which time applicants will receive email from the Office of Graduate Programs that the application has been processed. At the appropriate registration date, students are allowed to register for courses for the semester admission has been granted. Submission of the required documents must be submitted before the end of the first semester of attendance in order to continue registration for future semesters. Applicants will receive a letter notifying them of their full admission status when all documentation necessary for an admissions decision has been submitted to the Office of Graduate Programs.

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

Students who are academically suspended will not be considered for readmission for two full semesters, not including summer term.
All post-graduate students with any break in attendance of more than 3 years will be required to reapply with the full application and update all required documents.

Transfer of Credit
Graduate credit earned from another accredited graduate institution may be applied toward the Master of Science degree provided: (1) the hours are of a grade of “B” or above; (2) the credits would have counted toward a graduate degree program at the institution where earned; (3) courses must have been completed within the last seven years from the date of first class with Peru State; and (4) 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 seven-year timeframe allowed for program completion; however, exceptions may be allowed according to the Nebraska State College System Board policy. Transfer credits are applied toward elective credits only within the program. A maximum of six (6) transfer credit hours may be applied toward the degree requirements.

Students must 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 located on the Graduate Programs web site on the Forms & Documents page and by requesting that an official transcript from the institution where credit was received 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 admission phase and prior to the beginning the program of study.

Personal Enrichment or Recertification
Students not pursuing the graduate degree program may take courses with Peru State after completion of the online Personal Enrichment (Graduate level) application. Previous academic transcripts and other required documentation for admission to the degree program are not required. Students taking courses as non-degree seeking students cannot receive financial aid. All elective courses EDUC and SPED are available for enrollment.

Application Process:
- Submit a completed online Personal Enrichment (Graduate level) Application for Admission.

Transient Students
Transient students are students taking credits at Peru State to complete a degree at another institution. Transient students may complete courses at Peru State after completion of the online Application for Admission and providing proof of good standing at the previous institution.

Application Process
- Submit a completed online graduate Application for Admission.
- Submit proof of good standing at the previous institution in the form of a transcript or letter from the registrar at the previous institution.

Students Seeking Certification

Application Process
- Submit a completed online graduate Application for Admission.
- Contact the School of Education Certification Officer for assistance with permission and registration of classes.
EXPENSES and FINANCIAL AID

The expenses for attending Peru State College are set by the Board of Trustees of the Nebraska State College System 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 web site at www.peru.edu.

Nebraska Residency Regulations for Tuition
A Nebraska residency is not required for the Master of Science in Education; the coursework is completed entirely online.

Dropping a Class
There is not an add/drop period for 8-week courses. To avoid financial obligation, students must add or drop courses before the course start date.

Retaking Coursework
When determining enrollment status for aid eligibility purposes, repeating a previously passed course for the first time only (i.e., one repetition per class), may be included. Regardless of the grade on the second attempt, the course may not be counted again for future aid eligibility.

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 until debts have been paid. Tuition and fee rates are available on Peru State’s web site.

Tuition Refunds
Tuition and fees are refunded in accordance with College policies.

Withdrawal from a Course
Students withdrawing from a portion of their course, but not all courses, will receive no proration of charges. Withdrawal from a course can reduce your federal aid eligibility. Within 30 days of your withdrawal, a Return of 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. The recalculation of funds may result in a balance due to Peru State, an outside donor, and/or the federal government.

Withdrawal – Unofficial (No Show)
Students are considered “no shows” if they do not attend, log in to, complete a scheduled assignment and/or have an instructional interaction in a course during the first two weeks of class (first week for eight week courses). Upon receiving attendance records, Student Records will administratively drop and notify those students not attending or participating in their courses. Students receiving scholarships/financial aid may need to return some or all of their awards.

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. Students who have already completed Term I courses are not eligible for complete withdrawal from college. Withdrawing from college has differing academic and financial consequences depending upon the point in time relative to the course term(s). As a result, the student may owe a portion of his/her financial aid back to the College.

Institutional aid, tuition charges and fees will be reduced based on the schedule listed below. This includes all scholarships, waivers, and supplemental grants not included in the R2T4 calculation.

Outside scholarships will be adjusted according to the schedule below unless donor instructions indicate otherwise. Alternative Loans will only be reduced if a credit balance remains on the student account. If a credit balance exists, it will be used to reduce the balance of a student’s Alternative Loan.
Aid and Charges Adjustment Schedule:

**Eight Week Session**
- First through Fourth Week: 50%
- After the Fourth Week: No Adjustments

**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 students planning to attend Peru State. Financial aid consists of scholarships, grants, work-study, and loans. At Peru State, aid is awarded to students based on qualifications and/or financial need.

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

For more information on the financial aid application process, please visit the College’s web site. Students can monitor their financial aid status and awards through their Student Center in myPSC.

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

**Institutional Scholarships**
There are no institutional scholarships awarded to graduate students.

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

**Federal Direct Loans Programs**
Loans included in this program consist of Subsidized and Unsubsidized Stafford Student Loans and Parent PLUS Loans. These are long-term low interest loans made available to students and/or parents. Student loan amounts vary depending on grade level and enrollment level.

**Satisfactory Academic Progress Standards for Financial Aid**
According to federal regulations, Peru State is required to monitor standards of satisfactory academic progress (SAP) for students receiving Federal Title IV funding. This includes the Federal Stafford Loan.

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 3.0 for graduate students to continue to be eligible for aid.

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

When determining Hours Enrolled and Hours Required to Complete, repeating a previously passed course for the first time only (i.e. one repetition per class), may be included. Regardless of the grade on the second attempt, the course may not be counted again for future aid eligibility.
At the end of the drop/add period, 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>Three-fourths time</td>
<td>9-11 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>One half time</td>
<td>6-8 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Less than one-half time</td>
<td>Less than 6 hours</td>
<td>All hours</td>
</tr>
</tbody>
</table>

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

Should you be granted a grade change for a term you failed to meet SAP, you must contact our office in writing to request a review of your eligibility.

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 Teaching 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 may be eligible to receive 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 Maximum Time Frame 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, and institutional scholarships.

10. **Automatic Reinstatement** – A student who is placed on financial aid suspension due to the Cumulative GPA or due to the Completion Rate can regain their eligibility. To regain eligibility a student must enroll and complete a minimum of six (6) Peru State 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 he/she has experienced extenuating circumstances which affected his/her ability to meet the SAP requirements, he/she should meet with his/her advisor and implement a Plan for Success.

Examples of extenuating circumstances that can be considered for an appeal include but are not limited to:

a. death of a family member
b. long-term medical – injury or illness of the student.
Examples of extenuating circumstances that CANNOT be considered for an appeal include but are not limited to:

a. loss of internet service
b. books not ordered on time
c. shared book with another student
d. books not available in time
e. personality conflicts with instructor
f. car broke down
g. loss of child’s day-care provider
h. lack of funding to cover travel expenses.

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

a. Copy of Plan for Success
   1) Details regarding future enrollment levels (will attend one/half time or full-time.)
   2) Details regarding number of terms it will take to be at the required cumulative GPA.
   3) If it will take more than one term to meet the minimum criteria, details regarding expected progress each term is required (CUM GPA at end of each term.)
   4) Signature of advisor who will be monitoring progress of the Plan for Success.

b. Letter indicating what the extenuating circumstances were, (i.e. hospitalized; documentation or confirmation from attending doctor required), (i.e. 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 ten (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.

Graduate Eligibility
Graduate students are not eligible for grants; however, they can apply for Stafford student loans. Stafford loans have a variable interest rate that is set on July 1st of each year. Repayment begins 6 months after the student exits school or drops below ½ time enrollment. Students must be enrolled for at least 6 credit hours per semester to apply for Stafford loans. The Fall Semester includes classes from August to December. The Spring Semester includes classes from January to May. The summer term includes classes from May to August. We recommend that students preregister for all fall classes prior to the beginning of the fall semester and all spring classes prior to the beginning of the Spring Semester to avoid processing delays.
**Summer Financial Aid**
Students who wish to apply for summer aid must complete a Summer Financial Aid Application. The Summer Financial aid application will be available as a link in your myPSC portal in late March. Before you can complete the application you must be registered for your summer courses and we must have received your FAFSA results.

Summer financial aid eligibility will be based on the results of your FAFSA form. If you have not already completed a FAFSA form, you can complete this application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The deadline for filing a FAFSA form is June 30th.

Financial aid eligibility for the summer term will be based on your total enrollment for all sessions within the summer term (mid-May to mid-August). Students who were enrolled for fall and spring semesters and received aid may have limited remaining eligibility for the summer term.

**Stafford Loan Eligibility:** Student loan recipients who have already borrowed the annual maximum at their grade level would have no remaining loan eligibility for the summer term. The annual maximums are as follows:

**Dependent Students**
- Post Graduate Teacher Certification - $12,500
- Graduate - $20,500

**Independent Students**
- Post Graduate Teacher Certification - $12,500
- Graduate - $20,500

If you have loan eligibility remaining, you will be offered a loan for the summer session. You must be enrolled for at least 6 credit hours to be eligible for loans.
STUDENT SERVICES

STUDENT LIFE

Counseling
A Licensed Student Counselor is on staff in Room 203 of the Center for Achievement and Transition Studies during the regular workweek hours. The counselor’s services are available to all Peru State students at no charge. Appointments are made by the counselor, and drop-ins are welcome when the counselor is not already in session. Distance learners may request counseling via telephone or Skype. To contact the counselor for an appointment, students can call 402-872-2469. After hours emergency counseling services are available by calling Campus Security by 402-872-2241.

Peru State College Online Program
Peru Online is an instructional program which connects student learners with educational programs and resources from any location with access to the Internet. Students can take classes of interest or complete the entire Master of Science in Education degree program. Students have lectures, discussion, questions, writing assignments, projects and exams. All work is completed online in a 4-week or 8-week academic period. Peru State College’s educational platform, Blackboard, is easy to master. To facilitate online success, an online student orientation is offered for new students. All new graduate students are required to complete the Blackboard orientation the first time the student takes a course.

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, student areas, residence halls, and at athletic events and Peru State related activities. Peru State reserves the right to use these photographs and videos as a part of its publicity and marketing efforts. Students who enroll at Peru State do so with the understanding that these photographs and videos might include their names, pictures, and voices. Such photographs and videos might be included, published or used in Peru State publications, including print, broadcast or electronic media, for publicity, commercial or marketing purposes. Enrollment at Peru State constitutes students’ consent to the inclusion, publication or use of their names, pictures and voices in Peru State publications, both printed and electronic, without compensation.

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

College policies, procedures, and regulations are formulated to facilitate a supportive learning environment, foster the development of individuals’ responsibility and to protect students’ constitutional rights. Each student is responsible for knowing and complying with Peru State policies, procedures, and deadlines. Policies and regulations may be found in the Peru State College Graduate Catalog.

Students 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.

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

   The Colleges do not need prior written consent from a student to disclose non-directory information where the health and safety of the student is at issue, when complying with a judicial order or subpoena, or as otherwise addressed in the Family Education Rights and Privacy Act (FERPA).

2. Rights and Responsibilities in the Classroom
   1. 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.

   2. Instructional and Grading Procedures
      The faculty determines the character of courses which includes content and instructional and grading procedure. A student has the right to receive upon request a clarification of the grade received. The faculty of each department, school, or program shall provide a committee to consider the appeal of those cases in which a student feels the performance evaluation exhibited prejudice or bias and was based on factors other than student performance. Colleges shall provide standing committees to consider cases in which the student or faculty member chooses to appeal the initial decision. Any of these committees shall have the authority to recommend, to the Vice President responsible for Academic Affairs, changes in the grade based upon its findings.
3. Faculty-Student Consultation
Faculty should be available on a regular basis for consultation with students. Students may ask for an evaluation of their performance during the progress of a course. If a student conveys information of a confidential nature to a member of the faculty, this confidence should be respected.

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

3. Rights and Responsibilities in other Instructional Settings
1. Freedom of Expression
The acquisition, understanding, and interpreting of knowledge can be facilitated by the study and evaluation of controversial issues and positions. Free expressions 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 contact of College facilities should not be used as a device of censorship.

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

2. 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 of the College.

3. Student Organizations
Students bring the College 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 of Policy #3100
The Board grants authority to the Presidents to designate appropriate officers, establish representative college committees, render initial decisions and provide appeal procedures in regard to allegations of academic dishonesty; grade appeals; failure to pay a financial obligation; or academic performance, achievement, probation and suspension. All disciplinary sanctions imposed for misconduct identified in this policy are to be governed by terms of this policy and the due process requirements set forth in Board Policy #3200. Acceptance of this policy by the student is implied as a condition of his or her enrollment.

Procedure
Students are responsible to obey the laws of the state and nation, the regulations and policies of the Board 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 College property, may result in disciplinary action being taken against the student.

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

Student 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 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 College 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, including, but not limited to, violating the following federal regulations: the Copyright Act of 1976 and the Fair Use Guidelines, the Digital Millennium Copyright Act of 1998, and the Technology, Education and Copyright Harmonization Act of 2002;

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 College property 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; or inflicting willful and repeated harm through the use of computers, cell phones, or other electronic devices;

9. Any act occurring on College property or on the premises of a student housing unit which intentionally disturbs the peace and quiet of any person or groups 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 College property or on the premises of any student housing unit;

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

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 College property, 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. Hazing shall mean any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization;

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, but not limited to, 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 the disciplinary committee prior to any proceeding, filing a malicious or frivolous complaint, verbal or physical harassment or intimidation of a member of 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 in regard to a disciplinary proceeding;

28. Any act by a student which occurs on the campus, while studying abroad, 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;

30. Discriminating against any student, faculty or staff member on the basis of race, color, national origin, sex, disability, religion or age; and

31. Any other activity or conduct prohibited by the College in published policies.
Unreasonably Dangerous or Threatening Conduct Toward Self
Student behaviors and actions that are unreasonably dangerous to self or which threaten the student’s own safety or health may constitute misconduct under this Policy and may be addressed by the College administration through the disciplinary process. When practicable and appropriate, efforts will be made to advise students regarding voluntary withdrawal options in lieu of initiating disciplinary due process as set forth in Board Policy #3200.

At the discretion of the Vice President responsible for student affairs/services, a student may be allowed to voluntarily withdraw when continued enrollment no longer appears to be in the best interests of the student and/or College in conjunction with mutually agreed upon conditions that will be required for the student to reapply for admission.

Disciplinary Sanctions
Disciplinary sanctions may include warnings, demands for restitution or reimbursement, fines, 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 proceeding 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. Peru State 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 nondiscrimination 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 69421-0010, (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 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.

Sexual Violence and Sexual Harassment Policy
The Board of Trustees of the Nebraska State Colleges is committed to providing an environment in which all students who participate in College programs and activities can work together in an atmosphere free from unlawful discrimination, harassment, or violence. Sexual violence and sexual harassment are prohibited by law and by Board policy and the Colleges will not tolerate sexual violence or sexual harassment in any form, including but not limited to, sexual assault; acquaintance, date or stranger rape; non-consensual sexual intercourse; sexual cyber harassment or sexual bullying. The Colleges will take appropriate action to prevent, correct, and discipline harassing or violent behavior that is found to violate Board policies and principles of equal opportunity and access.

The Colleges have a responsibility to respond to reports of sexual violence or sexual harassment and attend to the needs of the students who are involved. Reports of sexual violence and sexual harassment are taken with the utmost seriousness, and the student will be promptly referred to the appropriate persons or resources for assistance. The Colleges are also responsible to ensure that the individual charged with committing such violence or harassment is treated fairly. Individuals are presumed innocent unless proven responsible, and will also be referred to appropriate services for assistance.

Educational programs and services dealing with sexual violence and sexual harassment are provided at Peru State through the Student Life and Counseling Services. Procedures outlined here apply to assistance available for both male and female sexual assault victims. For more information regarding Board Policy #3020: Sexual Violence or Sexual Harassment Reporting, Policies and Procedures, please review the full policy in the Peru State Student Handbook or online at www.nscs.edu.
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 documents 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.
COLLEGES AND PUBLIC SERVICES

Al Wheeler Activity Center
The newly renovated Al Wheeler Activity Center houses three full size basketball courts, a four-lane indoor track, fully equipped fitness center, and classroom space along with athletic offices, the Sky Box (conference room), and the health center. The facility is utilized for Bobcat athletic events, athletic camps, area high school athletic competitions, students’ activities, commencement, and is available for rent by the community through Conference Services. Community members are encouraged to purchase a membership to utilize the Fitness Center through the Office of Athletics for an annual fee of $15 per person. Details on the policies and use of the Fitness Center may be found online.

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

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 an excellent 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 hundreds of thousands of journal articles and 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 facilitated by interlibrary loans 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 classrooms resources is devoted to teacher education and offers state-of-the-art instructional technology for student coursework.

Facilities
College facilities are available to rent for approved purposes. Information is available through Conference Services.

Institute for Community Engagement (ICE)
The mission of the Institute for Community Engagement (ICE) is to foster a greater understanding of the leadership role students can play in community development by creating opportunities for students to engage with society and apply what they are learning in meaningful ways. The ICE coordinates relevant learning experiences that are integrated with the College’s academic and student life programs. Projects and courses are designed to make an impact at the community level, broadly defined in terms of scope and location (campus, local, regional, abroad). Program participants have opportunities to develop and apply their skills in leadership, critical thinking, project management and communication. Community leaders can visit with the institute’s director to propose projects that can benefit their organization, city or region.

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 Peru State College National Alumni Association. The National Alumni Association is operated under the auspices of the Peru State College Foundation.
Peru State College Online Program
Peru Online is an instructional program which connects student learners with educational programs and resources from any location with access to the Internet. Students can take classes of interest or complete entire degree programs. Online courses have the same objectives as courses that are offered on campus. Students have lectures, discussion questions, writing assignments, projects, and exams. All work is completed online in an eight week academic period. Peru State College’s educational platform, Blackboard, is easy to master. To facilitate online success, an online student orientation is offered for new students.
ACADEMIC POLICIES, REGULATIONS, AND PROCEDURES

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

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

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run 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 statement of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

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

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

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

Academic Load
(See “Student Class Loads.”)
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 and 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 courses that received a grade below a “C.” Students who have 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 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.

Assessment

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

Capstone experiences (competencies) are core components of academic program assessment at Peru State College. Program faculty assess whether students have mastered the content, methodology, and base of their discipline. Each graduating student must successfully complete the capstone competency.

The capstone competency for the Master of Science in Education is EDUC 623 – Assessment of Education.

Attendance and Scholastic Attitude

Students are considered “no shows” if they do not attend or log in to an 8-week course during the first week of class. Upon receiving attendance records, the Student Records Office will administratively drop and notify those students not attending or participating in their courses. Students receiving scholarships/financial aid may need to return some or all of their awards. Students may be readmitted to a course with the instructor’s permission.

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

Change in Registration-Drop/Add

Students are allowed to drop/add through myPSC until the published final date to drop/add. Course registrations are then final. Students are responsible for the accuracy of each registration and are ultimately responsible for meeting all degree requirements.

A change in registration is processed through myPSC or you may contact the Graduate Programs Office for assistance.

Eight Week Courses: Students cannot drop/add classes during the first week of 8-week courses. Students will need to add or drop these courses before the start date. If a student withdraws from an eight-week course after the start date the student is still obligated to pay for the course. Courses will be available the weekend before the start date for those registered. Please contact the Graduate Programs Office for questions about course content and sample syllabi.
In compliance with Board of Trustees policy, this Catalog is intended as a description of the education programs and activities offered by Peru State College. Information in the Catalog is intended to be correct according to information available at the time of publication. The Catalog is explanatory in nature and is not a contract between the student and the College. The College reserves the right to withdraw courses, change or terminate programs, change the rules and requirements regulating admission and graduation requirements, and change other regulations affecting the student body at any time.

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

Academic Advisor
The Dean of Graduate Programs provides advising for all graduate-level students.

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 requirement. Projects involving human subjects are required to complete an Institutional Review Board (IRB). 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.

Degrees
Peru State College is authorized by law and the Board of Trustees of the Nebraska State Colleges to issue the Master of Science in Education and the Master of Science in Organizational Management.

General Program Information
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, 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.

The Master of Science in Education 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.
DEGREE REQUIREMENTS
Master of Science in Education – Concentration in Curriculum and Instruction

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

The following are the minimum requirements for the Master of Science in Education degree:

Admission Requirements
The following documents must be submitted to the Office of Graduate Programs:

- complete the online application to be admitted to Peru State College.
- official transcript of a conferred bachelor degree from an accredited institution with a GPA of at least 3.0.
  - Former Peru State College Students are not required to submit a PSC transcript.
- two (2) recommendation forms using the Master of Science in Education recommendation forms. One form must be submitted by an immediate supervisor or principal. Recommendation forms from family members are not acceptable.
- copy of current teaching certificate; and
- professional resume.

Total Hours
Degree candidates must earn a minimum of 36 semester credit hours.

The Program

The Major Core in Curriculum and Instruction 21 Hours
All students are required to successfully complete the following coursework at Peru State. No course substitutions or transfer credits are acceptable for the following coursework.

<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 and Learning</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 Advanced Studies 9 hours
Students complete three (3) 500-level elective courses to fulfill the elective coursework requirement. Students may complete coursework to receive a Certificate of Advanced Studies in the following content areas: Classroom Behavior and Management (CBM), Instructional Mastery (IM), Inclusionary Practices and Policies (IPP), or Instructional Technology (IT). See Certificate of Advanced Studies 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 elective courses to fulfill the requirement. Transfer credit may be accepted for this requirement.
**LiveText Candidate Portfolio**

Students purchase a membership to LiveText as a part of the Master of Science in Education 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 Cohort Students**

Students participating in the online cohort format, in lieu of the semester-based online program, are required to complete the coursework as designated within the respective cohort in the order the course sequence is provided. Students do not have the option of taking two elective courses within the cohort structure; students can transfer six (6) approved graduate credit hours to fulfill the six (6) hour requirement in the cohort, take additional coursework requirements, or complete their choice of an Action Research Project, Thesis, or Internship.

**Switching from Other Peru State Course Format to Cohort Format**

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

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**Blackboard – Online Course Completion**

Blackboard is Peru State’s online learning platform. To access a Blackboard course a student must have access to a computer, an approved Internet browser, Internet access, and be enrolled in the course through the College’s student information system.

Prior to the course start date, each student receives an email from the Distance Education Office with information for when the course link will be available through Blackboard.

New students are required to complete the Blackboard Orientation prior to beginning the coursework. Blackboard orientation introduces individuals to the screens and technology most likely to be used while completing a graduate-level course. All students will have access to the Blackboard course three days prior to the course start date.
Certificate of Advanced Studies

A cluster of courses that concentrate on specific knowledge and/or skills aligned to an area of specialization or industry certification. These courses are available to non-degree seeking students; however, they may also be used toward the completion of a graduate degree. A grade of ‘C’ or better is required to fulfill the requirements. A certificate of advanced studies shall include a minimum of 9 credits.

Four 9-hour Certificate of Advanced Studies courses of study are available through Graduate Programs. Topics include Classroom Behavior Management (CBM), Inclusionary Practices and Policies (IPP), Instructional Mastery (IM) and Instructional Technology (IT).

Degree-seeking students may elect to use the Certificate of Advanced Studies courses to fulfill the 500-level elective courses required for the degree.

Please Note: *Certificate of Advanced Studies are available to graduate-level students only. Certificate of Advanced Studies are not endorsements.*

- **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 510 – Current Issues in Education 3 credit hours
  - EDUC 533 – Classroom Management and Leadership 3 credit hours
  - SPED 540 – Behavior Management 3 credit hours

- **Inclusionary Practices and Policies**
  Courses cover advanced topics related to inclusionary practices, including contemporary strategies and processes that support inclusion in the regular classroom setting. In addition, the content covers the legal aspects and policies that educators must be familiar with in order to comply with federal and state guidelines. 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:
  - SPED 500 – Inclusionary Practices for Special Education 3 credit hours
  - SPED 540 – Behavior Management 3 credit hours
  - SPED 574 – Special Education Law and Practices 3 credit hours

- **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
• 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 for Teachers 3 credit hours

Degree Completion Time Limit
All requirements for the Master of Science in Education must be met within seven (7) years from the date the student begins his/her first graduate course which applies toward his/her degree.

Disposition Policy
Master of Science in Education candidates will be assessed on the Peru State College Dispositions once within the program through 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 candidate stands in relation to the dispositional characteristics. Data from the 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 Master of Science in Education program is questioned.

The deficiency form is submitted to the Dean of Graduate Programs. The Dean files the form within the candidate’s advising 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 to and/or retained in the Master of Science in Education program.

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

If termination is recommended, the Dean of Graduate Programs shall make the final decision regarding removal of a candidate from the program. A written statement of the Dean’s decision will be communicated to the candidate. All decisions will be committed in writing to the 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 Master of Science in Education program will be readmitted only after applying and receiving permission from the Teacher Education Admission and Retention Committee. The 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 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).

Cohort format

Students enrolled in the Cohort format complete their work in an accelerated program which allows for camaraderie with other members of the cohort. All courses are completed entirely online with no live meetings. New cohorts begin each summer session.
CHECKPOINTS FOR THE MASTER OF SCIENCE IN EDUCATION

CHECKPOINT #1: Admission to Peru State College
The criteria and materials listed below must be submitted by degree-seeking candidates prior to the completion of the first semester of coursework. Decisions regarding full graduate standing will be based upon these criteria and materials.

Applicants will be provided notice of their conditional, 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.

Students are admitted on conditional admit status after the Application for Admission has been processed into Peru State’s student information system. Students must submit the following documents prior to the end of their first semester of coursework to receive full admission status.

Criteria and documents that must be submitted in order to be admitted to Peru State College are:

- completed online application.
- official transcript verifying possession of an earned baccalaureate degree from a regionally-accredited institution. Full admission requires an overall minimum grade point average of 3.00 in a 4.00 system. **If the student wishes 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.**
  - Former Peru State College Students are not required to submit a PSC transcript.
- 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 current Teaching Certificate.
- professional Resume.

Students admitted on a probation status and displaying successful competency by completion of 12 credit hours with a 3.0 of higher grade point average (GPA) will be changed to full admit status upon approval by the Dean of Graduate Programs.

CHECKPOINT #2: Admission to Graduate Candidacy
Between the completion of 18-24 credit hours of graduate coursework (which must include successful completion of EDUC 512, EDUC 600, and EDUC 601), candidates shall submit the Application for Admission to Candidacy and their specific Program of Study 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 for remaining coursework for approval by the Dean of Graduate Programs.
- submit LiveText portfolio for candidacy approval (minimum completion of portfolio must be 60%).

The LiveText portfolio requirements will be completed while the student is enrolled in EDUC 600 – Sociology of Education.

CHECKPOINT #3: Completion of Program and Conferring 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.

- 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 and the associated fee.
- successfully complete all required coursework as verified and approved by the Dean of Graduate Programs.
- submit student’s LiveText portfolio for graduation approval (minimum completion of portfolio must be 80%).
- complete Exit Survey.
The LiveText portfolio and Exit Survey requirements will be completed while the student is enrolled in EDUC 623 – Assessment of Instruction.

Graduation dates follow the last day of the semester for May candidates. Graduation dates for August and December candidates are the last day of the regular semester/session.

May graduation candidates may participate in the commencement ceremony in May of the same year. August graduation candidates may participate in the prior or following May commencement ceremony. December graduation candidates may participate in the following May commencement ceremony.
MASTER OF SCIENCE IN EDUCATION TRANSITION CHECKPOINTS FLOWCHART

Checkpoint #1
Admission to Peru State College

Completion of Bachelor Degree → Submission of Online Application for Admission → Submission of Resume → Submission of Two Recommendation Forms → Submission of Valid Teaching Certificate

Checkpoint #2
Admission to Candidacy

Full admission To Peru State College → Submission of Application for Admission to Candidacy → Completion of EDUC 512, EDUC 600, and EDUC 601 → Completion of 18-24 Hours GPA = 3.0 or Higher → Completion of LiveText Portfolio (60% minimum)

Checkpoint #3
Program Completion

Submission of Application for Graduation and Fee → Completion of all required coursework GPA = 3.0 or Higher → Completion of LiveText Portfolio (80% minimum) → Completion of Exit Survey
Grade Appeals
Students who disagree with an assignment of a final grade by an instructor may file an appeal using the following procedures.

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

- was based on factors other than performance in the course and/or compliance with course assignments and requirements.
- involved more exacting or demanding standards than were applied to other students in the same course section.
- constitute 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. Information 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 Program 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 Dean of Graduate Programs (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 the 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 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 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 the dispute in the appeal. The Faculty Senate will submit a
written decision to the student, the instructor, and the Dean within ten (10) working day of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College.

**Grade Point Average**
A minimum cumulative grade point average of 3.0 and a grade of “C” or above in all courses are required 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.”

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A 90-100%</th>
<th>C 70-74%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>D+ 65-69%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>D 60-64%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>F 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 in the Master of Science in Education program must make official application for admission to graduate candidacy between 18 and 24 hours of successful coursework.

Master of Science 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 to be admitted to candidacy.

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

*Please review Checkpoint #2 on page 36 of this document for complete details.*
Graduation
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
Elective courses numbered 500-599 are for graduate students and qualified upper-division undergraduate students. An upper-division undergraduate student who meets the following criteria may take a 500-level course for undergraduate credit.

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

- Submit Permission Form which is located on the Graduate Programs web site; and

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

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature 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 enroll for additional classes at Peru State, all prior incomplete course work must be finished by the end of the subsequent semester. If the student does not fulfill contract obligations in the allotted time, unless the Dean of Graduate Programs approves an extension, the incomplete grade automatically becomes an F.

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

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 45 hours is to be completed for each credit hour of internship that the student elects 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.

**LiveText**

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 and electronic portfolio. The portfolio contains artifacts and reflections as required in each of the courses of their program. These artifacts represent mastering 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 the portfolio two times during their program to assess the progress and quality of the portfolio. These occur in relation to meeting requirements for Candidacy and Graduation. The first assessment of the portfolio 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 36.*

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 which is at or above, the acceptable level of performance (80%).

**myPSC**

Students have online access to register for courses, add/drop courses, view grades and unofficial transcripts, update contact information, view billing statements, make online payments, and view financial aid requirements and awards through [http://myPSC.peru.edu](http://myPSC.peru.edu).

**Resident (Institutional) Credits**

A minimum of 30 semester hours must be earned from Peru State College. Internet courses conducted by Peru State College are considered resident credits.
Student Classification

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 of 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 course work and decide the applicant’s acceptability.

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

- more than 6 credit hours in one 3-week session; or
- more than 12 credit hours in an 9-week summer session; or
- 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 course work may carry an overload. Students who have completed 12 or more hours of graduate-level course work may be granted permission to carry an overload if they meet the following conditions:

- cumulative graduate grade point average (GPA) of 3.5 or higher;
- graduate Program of Study must be on file in the Graduate Programs office;
- approval of the Dean of Graduate Programs (memo of approval must be in the student’s file in the Graduate Programs office).

Student Email
Students obtain their email account through their Student Center in myPSC. All students are encouraged to check the student email account on a regular basis.

Thesis
In consultation with a Faculty Mentor and 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 American Psychological Association (APA) five-chapter research configuration. Unlike an Action Research Project, the focus of the endeavor will not be the participant’s own teaching situation.

Projects involving human subjects are required to complete an Institutional Review Board (IRB). 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.
Transcripts
Transcript requests are made in writing to the Student Records Office. Transcripts are not issued to students who have financial obligations to the College or holds on their academic records.

Withdrawal from a Course
Before withdrawing or changing the number of hours attempted in a semester, students should check with the Financial Aid Office for any funding consequences. Students withdrawing after the last day to drop/add courses receive a “W.” After one week past the term mid-point date, students who initiate a withdrawal receive an “F” for the course. Students withdrawing from a portion of their courses, but not all courses, will receive no proration of charges and/or financial aid.

Please note, there is not an add/drop period for 8-week courses. To avoid financial obligation, 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. Contact the Graduate Programs office for questions about course content and sample syllabi.

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. Failure to initiate the withdrawal process by the last day to withdraw with grades of "W" (for Withdrew) will result in “F” grades.

Students who have already completed Term I courses are not eligible for complete withdrawal from college. To initiate a formal withdrawal from college, a student may 1) contact the Graduate Programs office to ask to be withdrawn, or 2) log in to MyPSC and select "Drop" for all courses. Withdrawing from college has differing academic and financial consequences depending upon the point in time relative to the course term(s).
APPENDIX A
Action Research Project
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:

- 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.

- 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.

- 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.

- Register for the second Action Research Project course (EDUC 697) as soon as you’re 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.

- 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.

- 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.

- Suggested format for your final completed paper:
Cover page
Action Research Acceptance Form
Abstract – a one-page summary of your study. Look in the current APA manual for samples and suggestions on how to write the abstract.
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
  • 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
  • References
  • Appendices
  • Permission to do research letter from your school district

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.

If the Action Research Project is not completed during a regular grading period, the Faculty Mentor may recommend a grade of “Incomplete.”
  • 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.
  • The Dean of Graduate Programs submits a grade of “Incomplete” to the Student Records Office.
  • 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 B
Coursework to be Transferred to Peru State College

Our Coursework Transfer Request form is available on our website: www.peru.edu/graduate found under ‘Forms & Documents’.
APPENDIX C
Conceptual Framework
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, candidate’s 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**


Houston, & M. Pugach (Ed.) An analysis of issues and programs, 57-72. Teachers College Press.


APPENDIX D
Degree Candidates
Degree Candidates
Graduation Commencement Participation Information

Peru State College grants appropriate degrees to eligible candidates following the close of 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 are allowed to 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 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).
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 - NPBTS) will be analyzed and their applications investigated within working classroom environments at the elementary and secondary levels.

EDUC 533 Classroom Management and 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 3 hours
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 3 hours
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 3 hours
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 3 hours
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 3 hours
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 3 hours
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 560 Sociology of Education 3 hours
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 605</td>
<td>Cognition and Learning</td>
<td>3 hours</td>
<td>EDUC 600</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>EDUC 621</td>
<td>Curriculum Development</td>
<td>3 hours</td>
<td>EDUC 600</td>
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<td>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.</td>
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<tr>
<td>EDUC 623</td>
<td>Assessment of Instruction</td>
<td>3 hours</td>
<td>EDUC 600</td>
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<td>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.</td>
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</tr>
<tr>
<td>EDUC 695</td>
<td>Graduate Internship</td>
<td>3-6 hours</td>
<td>Permission of the Dean of Graduate Programs</td>
</tr>
<tr>
<td>EDUC 696</td>
<td>Thesis/Action Research Project I</td>
<td>3 hours</td>
<td>Permission of the Dean of Graduate Programs</td>
</tr>
<tr>
<td>EDUC 697</td>
<td>Thesis/Action Research Project II</td>
<td>3 hours</td>
<td>Permission of the Dean of Graduate Programs</td>
</tr>
<tr>
<td>SPED 500</td>
<td>Inclusionary Practices for Special Education</td>
<td>3 hours</td>
<td>Graduate Status</td>
</tr>
<tr>
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<td>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.</td>
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<tr>
<td>SPED 540</td>
<td>Behavior Management</td>
<td>3 hours</td>
<td>Graduate Status</td>
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<td>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.</td>
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<tr>
<td>SPED 574</td>
<td>Special Education Laws and Practices</td>
<td>3 hours</td>
<td>Graduate Status</td>
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<td>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 researched to determine areas that may affect the school’s special education decision making process.</td>
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APPENDIX F
Internship
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 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 45 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:

- 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.

- The student consults with the Dean of Graduate Programs to arrange internship opportunity.

- 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.

- The student completes internship, as identified from placement documentation, and keeps a log of hours and activities.

- 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.

- 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.

- If the Internship is not completed during a regular grading period, the Dean of Graduate Programs may recommend a grade of “Incomplete.”
  - 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.
  - The Dean of Graduate Programs submits a grade of “Incomplete” to the Student Records Office.
  - 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
Online Course Rotation Schedule
## Online Course Rotation Schedule

*To be completed in the 1st summer semester of your program.

### 8 Week Online Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Summer</th>
<th>Fall Term I</th>
<th>Fall Term II</th>
<th>Spring Term I</th>
<th>Spring Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 512</td>
<td>Technology and Mediated Instruction (3)</td>
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<tr>
<td>EDUC 600</td>
<td>Sociology of Education (3)</td>
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<td>X</td>
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<tr>
<td>EDUC 601</td>
<td>Study Design and Data Collection (3)</td>
<td>X*</td>
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<tr>
<td>EDUC 602</td>
<td>Statistical Methods and Data Analysis (3)</td>
<td>X</td>
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</tr>
<tr>
<td>EDUC 605</td>
<td>Cognition and Learning (3)</td>
<td></td>
<td></td>
<td>X</td>
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<td></td>
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<tr>
<td>EDUC 621</td>
<td>Curriculum Development (3)</td>
<td></td>
<td></td>
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<td>X</td>
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</tr>
<tr>
<td>EDUC 623</td>
<td>Assessment of Instruction (3) Capstone Course</td>
<td></td>
<td></td>
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### 8 Week Online Courses – M.S. in Education / Recertification / Electives

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Summer</th>
<th>Fall Term I</th>
<th>Fall Term II</th>
<th>Spring Term I</th>
<th>Spring Term II</th>
</tr>
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<tbody>
<tr>
<td>EDUC 505</td>
<td>Diversity in Education (3) Meets HR requirement</td>
<td>X</td>
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<td>Current Issues in Education (3)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDUC 515</td>
<td>Technology Leadership(3)</td>
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<td>Moving from Discipline to Self-Discipline</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<td>Classroom Management and Leadership (3)</td>
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<tr>
<td>EDUC 540</td>
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<td>EDUC 542</td>
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<td></td>
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<tr>
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<td>EDUC 556</td>
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<tr>
<td>EDUC 569</td>
<td>Teachers as Collaborative Leaders (3)</td>
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<td>SPED 540</td>
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<tr>
<td>SPED 574</td>
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### 3 Week Online In-service Course – meets Human Relations requirement

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<th>Fall Term II</th>
<th>Spring Term I</th>
<th>Spring Term II</th>
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### 16 Week Online Courses

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<td>Education Internship (1-6)</td>
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<td>EDUC 697</td>
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### Certificate of Advanced Studies

**Classroom Behavior and Management (Not Endorsement)**

<table>
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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 510</td>
<td>Current Issues in Education, replaced EDUC 570 in spring 2016.</td>
<td>3</td>
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<tr>
<td>EDUC 533</td>
<td>Classroom Management and Leadership</td>
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<tr>
<td>SPED 540</td>
<td>Behavior Management</td>
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**Inclusionary Practices and Policies (Not Endorsement)**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 500</td>
<td>Inclusionary Practices</td>
<td>3</td>
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<tr>
<td>SPED 540</td>
<td>Behavior Management</td>
<td>3</td>
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<td>SPED 574</td>
<td>Special Education Law and Practices</td>
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**Instructional Mastery (Not Endorsement)**

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<tbody>
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<td>Contemporary Instruction</td>
<td>3</td>
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<tr>
<td>EDUC 540</td>
<td>The Master Teacher</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 569</td>
<td>Teachers as Collaborative Leaders</td>
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**Instructional Technology (Not Endorsement)**

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<thead>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 552</td>
<td>Introduction to Multimedia Authoring</td>
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</tr>
<tr>
<td>EDUC 553</td>
<td>Using the Internet</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 556</td>
<td>Desktop Publishing for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX H
Portfolio Evaluation Rubric
## Portfolio Evaluation Rubric

<p>|                           | Outstanding (5 pts)                                                                                                                                                                                                 | Acceptable (4 pts)                                                                                                                                                                                                 | Evolving (3 pts)                                                                                                                                                                                                 | Unacceptable (2 pts)                                                                                                                                                                                                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <strong>Portfolio Welcome</strong>     | Introductions are 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.                                                                                       | Introductions are well written; purpose for portfolio is referenced; page positively promotes the candidate and includes a visual to represent the candidate as a teacher educator.                                                                                       | Introductions are brief and vague; page weakly represents the candidate as a teacher educator.                                                                                                                                                                                   | Introductions not provided for the portfolio.                                                                                                                                                                                                                           |
| NBPTS.3.5 PERU-G.1.1.4    |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| <strong>Autobiography</strong>         | Autobiographies are detailed and provide comprehensive background; program goals described in detail; no errors in spelling and grammar; 200 word minimum met.                                                                                                                  | Autobiographies provide a solid overview of the individual’s background; program goals identified; few errors in spelling and grammar; 200 word minimum met.                                                                                                                                 | Autobiographies provide information on the individual’s background; however, goals not clearly identified; some errors in spelling and grammar; 200 word minimum not met.                                                                                                      | Autobiographies are vague and/or very brief; goals not clearly identified; some errors in spelling and grammar; 200 word minimum not met.                                                                                                                                                                                      |
| NBPTS-1.4 NBPTS-3.5       |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| <strong>Resume/Vita</strong>           | Resumes are 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.                                                                                     | Resumes are professionally formatted. Resume provides a clear description of skills, experiences, and accomplishments.                                                                                                                                                     | Resumes are 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.                                                                                       | Resumes are extremely weak and does little to provide information related to professional experiences.                                                                                                                                                                                     |
| PERU-G.1.1.4              |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| <strong>Educational Philosophy</strong>| No grammatical, spelling or punctuation errors. Philosophy addresses, in detail, the critical aspects of education and provides supporting theories or justifications for beliefs.                                                                                                                  | Few grammatical, spelling or punctuation errors. Philosophy addresses many of the critical aspects of education and provides some supporting theories or justifications for beliefs.                                                                                             | Some grammatical, spelling or punctuation errors. Philosophy addresses some of the critical aspects of education, but supporting theories or justifications are lacking.                                                                                                                                 | Many grammatical, spelling or punctuation errors. Philosophy vaguely refers to critical aspects of education; no supporting theories or justifications provided.                                                                                                                                                           |
| 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 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |</p>
<table>
<thead>
<tr>
<th>Program Artifacts (4, 40%)</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>NBPTS-2.1 NBPTS-4.1 PERU-G-3.1.1 PERU-G.2.1.2 PERU-G.3.1.2 PERU-G.3.1.3</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 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 make connection between artifact and standards.</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>
</tr>
</tbody>
</table>
APPENDIX I
Recommendation Form

Our Recommendation form is available on our website: www.peru.edu/graduate found under ‘Forms & Documents’.
APPENDIX J
Recommended Course Rotation Schedule
### Master of Science in Education - Curriculum & Instruction

**Should be completed your first summer semester enrolled**

**Can be replaced with any 500 level elective. These courses can be viewed on the Course Rotation Schedule.**

#### General Schedule - No Certificate of Advanced Studies

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term</th>
<th>Course</th>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer *</td>
<td></td>
<td>EDUC 512 Technology &amp; Mediated Instruction</td>
<td></td>
<td>EDUC 601 Study Design &amp; Data Collection</td>
</tr>
<tr>
<td>Fall</td>
<td>I</td>
<td>Any 500-level elective</td>
<td>II</td>
<td>Any 500-level elective</td>
</tr>
<tr>
<td>Spring</td>
<td>I</td>
<td>Any 500-level elective</td>
<td>II</td>
<td>Any 500-level elective</td>
</tr>
<tr>
<td>Summer</td>
<td>I</td>
<td>EDUC 602 Statistical Methods &amp; Data Analysis</td>
<td></td>
<td>Any 500-level elective</td>
</tr>
<tr>
<td>Fall</td>
<td>I</td>
<td>EDUC 600 Sociology of Education</td>
<td>II</td>
<td>EDUC 621 Curriculum Development</td>
</tr>
<tr>
<td>Spring</td>
<td>I</td>
<td>EDUC 623 Assessment of Instruction (Capstone)</td>
<td></td>
<td>EDUC 605 Cognition &amp; Learning</td>
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#### Certificate of Advanced Studies - Classroom Behavior and Management

<table>
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<tr>
<td>Summer *</td>
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<td>EDUC 512 Technology &amp; Mediated Instruction</td>
<td></td>
<td>EDUC 601 Study Design &amp; Data Collection</td>
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<tr>
<td>Fall</td>
<td>I</td>
<td>EDUC 533 Classroom Management &amp; Leadership</td>
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<td>SPED 540 Behavior Management</td>
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<tr>
<td>Spring</td>
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<td>EDUC 520 Moving from Discipline to Self-Discipline**</td>
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<td></td>
<td>EDUC 505 Diversity in Education **</td>
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<tr>
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<td>I</td>
<td>EDUC 600 Sociology of Education</td>
<td>II</td>
<td>EDUC 621 Curriculum Development</td>
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<tr>
<td>Spring</td>
<td>I</td>
<td>EDUC 623 Assessment of Instruction (Capstone)</td>
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<td>EDUC 605 Cognition &amp; Learning</td>
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#### Certificate of Advanced Studies - Inclusionary Practices and Policies

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<th>Course</th>
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<tr>
<td>Summer *</td>
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<td>EDUC 601 Study Design &amp; Data Collection</td>
</tr>
<tr>
<td>Fall</td>
<td>I</td>
<td>EDUC 540 The Master Teacher**</td>
<td>II</td>
<td>SPED 540 Behavior Management</td>
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<tr>
<td>Spring</td>
<td>I</td>
<td>EDUC 510 Current Issues in Education**</td>
<td>II</td>
<td>SPED 500 Inclusionary Practices</td>
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<td>EDUC 621 Curriculum Development</td>
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<td>I</td>
<td>EDUC 623 Assessment of Instruction (Capstone)</td>
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<td>EDUC 605 Cognition &amp; Learning</td>
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#### Certificate of Advanced Studies - Instructional Mastery

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<td>Summer *</td>
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<td>EDUC 512 Technology &amp; Mediated Instruction</td>
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<td>EDUC 601 Study Design &amp; Data Collection</td>
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<td>I</td>
<td>EDUC 540 The Mater Teacher</td>
<td>II</td>
<td>EDUC 530 Contemporary Instruction</td>
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<td>Spring</td>
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<td>EDUC 533 Classroom Management &amp; Leadership</td>
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<td>EDUC 569 Teachers as Collaborative Leaders</td>
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<tr>
<td>Summer</td>
<td>I</td>
<td>EDUC 602 Statistical Methods &amp; Data Analysis</td>
<td></td>
<td>EDUC 505 Diversity in Education **</td>
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<tr>
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<td>II</td>
<td>EDUC 621 Curriculum Development</td>
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<tr>
<td>Spring</td>
<td>I</td>
<td>EDUC 623 Assessment of Instruction (Capstone)</td>
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#### Certificate of Advanced Studies - Instructional Technology

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<td>EDUC 512 Technology &amp; Mediated Instruction</td>
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<td>EDUC 601 Study Design &amp; Data Collection</td>
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<tr>
<td>Fall</td>
<td>I</td>
<td>EDUC 552 Introduction to Multimedia Authoring</td>
<td></td>
<td>EDUC 533 Classroom Management &amp; Leadership**</td>
</tr>
<tr>
<td>Spring</td>
<td>I</td>
<td>EDUC 553 Using the Internet</td>
<td>II</td>
<td>EDUC 556 Desktop Publishing for Teachers</td>
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<tr>
<td>Summer</td>
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<td>EDUC 602 Statistical Methods &amp; Data Analysis</td>
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<td>EDUC 505 Diversity in Education **</td>
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<td>EDUC 623 Assessment of Instruction (Capstone)</td>
<td></td>
<td>EDUC 605 Cognition &amp; Learning</td>
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</tbody>
</table>
APPENDIX K
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).
  - Former Peru State College Students are not required to submit a PSC transcript.
- 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 current teaching certificate to the Graduate Admissions Office.
- Submit a copy of 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 have full-admit status (have official transcript, recommendation forms, resume, copy of current teaching certificate submitted and)
- 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 application fee (currently $40.00) 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 L

Thesis
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 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 American Psychological Association (APA) 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:

- 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.
- The student completes the major part of the program (normally 27 hours).
- 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.
- The student discusses the timeline for the completion of the Thesis with his/her Faculty Mentor.
- The student submits a copy of the written proposal describing the Thesis (APA style) to the Faculty Mentor.
  - Statement of essential topic (e.g., thesis statement) and rationale for the Thesis
  - Brief, preliminary review of literature
  - Description of procedures to be followed, including the timeline with estimated completion date
  - Description of population (if applicable)
  - Assessment strategies
  - Projected conclusions (i.e., hypothesis), if applicable
- 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.
- 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.
- The student discusses the proposal with the Faculty Mentor, making necessary additional adjustments.
- 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.
- 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.
- The student revises if necessary.
- The student submits a copy of the final Master of Science Degree Thesis to the Faculty Mentor.
- The Faculty Mentor reviews the completed thesis and approves or rejects the completed thesis.
• 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.

• When approved, Faculty Mentor submits the final Master of Science Degree Thesis and the Acceptance Form to the Dean of Graduate Programs.
  o Final Thesis is archived in the Graduate Programs Office.
  o Thesis Acceptance Form is placed in the student’s file in the Graduate Programs Office.

• The Faculty Mentor signs the appropriate document recommending a final grade to the Dean of Graduate Programs.

• The Dean of Graduate Programs submits the final grade to the Student Records Office.

• If the thesis is not completed during a regular grading period, the Faculty Mentor may recommend a grade of “Incomplete.”
  o 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.
  o The Dean of Graduate Programs submits a grade of “Incomplete” to the Student Records Office.
  o 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 M
Personnel
Personnel

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

Dan Hanson (2009).................................................................................................................... President
B.A., Wartburg College; M.S., Mankato State University; Ph.D., Iowa State University

Tim Borchers (2015)............................................................................................................Vice President for Academic Affairs
B.A., University of Nebraska-Lincoln; M.A., Ph.D., Wayne State University-Detroit

Kathy Carroll (2013).............................................................................................................Vice President for Administration and Finance
B.S., University of Nebraska-Lincoln; M.T., University of Denver

Jesse Dorman (2015).............................................................................................................Interim Associate Vice President for Student Affairs
B.A., Gannon University; M.A., Franciscan University; Ed.D., George Washington University

Academic Deans

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

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

Margaret (Ellie) Kunkel (2015)...........................................................................................Dean of the School of Education
B.S., M.S., Central Missouri State University; Ed.D., Tennessee State University

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

Graduate Programs Personnel

Emily Volker (2013)..................................................................................................................Project Coordinator
B.A.S., Peru State College

Faculty

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

Robert Ingram (2015).............................................................................................................Assistant Professor of Education
B.S., M.S., Ed.D., University of Nebraska at Omaha

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

Kelly Kingsley (2014).............................................................................................................Assistant Professor of Education
B.A., Kearney State College; M.A., Doane College; Ed.D., University of Nebraska-Lincoln

Francis Lynott III (2014).......................................................................................................Assistant Professor of Health, Physical Education, and Recreation
B.A., Humboldt State University; M.Ed., University of Nebraska-Kearney; Ph.D., University of New Mexico

Patricia Rippe (1999)............................................................................................................. Director of Field Experiences
B.S., M.Ed., University of Nebraska-Lincoln
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) .................................................................................................... Assistant Professor of Education
B.S., M.Ed., University of Central Oklahoma

Spencer Vogt (2015) .................................................................................................... Assistant Professor of Education
B.A., York College, M.S., University of Nebraska at Kearney