

Peru
State
College



2018-2019

GRADUATE PROGRAMS CATALOG

PRIDE ♦ EXCELLENCE ♦ RESILIENCE ♦ UNITY

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A Welcome from President Hanson!

Dear Students,

Welcome to Peru State College! As Nebraska's first college, we have a long tradition of academic excellence in an engaging student-centered environment. Personalized attention, relevant coursework and flexible scheduling are just a few of the hallmarks of a Peru State education.

In recent years, more than \$75 million has been invested in the infrastructure of our Campus of a Thousand Oaks to ensure that students have access to beautiful, state-of-the-art facilities.

The college offers engaging education opportunities in 13 undergraduate programs with 47 options, 20 teaching endorsements, 23 minors, 17 pre-professional programs, 9 online programs, and two online Master's degrees in education and organizational management.

With more than 45 clubs, organizations, music ensembles, theatre productions, intramurals and athletic teams, there are a variety of ways to be actively involved in campus life.

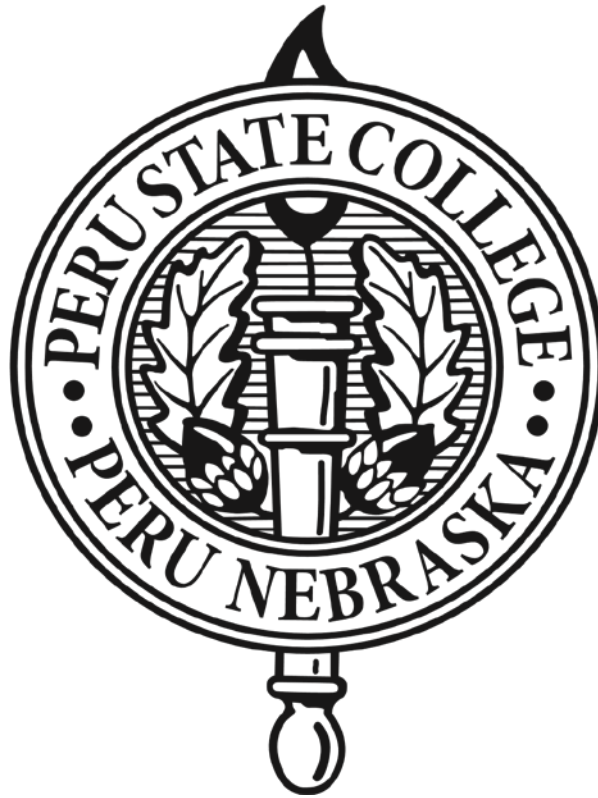
We are proud that you have chosen to be part of the legion of Bobcat students who have called Peru State College home. Congratulations on being part of the tradition that has made this institution great for over 150 years. We are committed to helping you find success as a student and in life so that you can achieve all of your goals.

Your future begins at Peru State College.

Sincerely,

A handwritten signature in black ink that reads "Dan Hanson". The signature is written in a cursive, flowing style.

Dan Hanson, Ph.D. President



Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, 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 II of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, P.O. Box 10, Peru, NE 68421-0010, 402-872-2230.

This catalog contains official information for the 2018-2019 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/>

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 2,500 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. While the College serves students from around the globe, Peru State retains a special commitment to serve the residents and needs of the southeast Nebraska and regional community through education, research and public service programs.

Mission

In educating the individual to the benefit of society, Peru State 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 College will be renowned for transforming student lives through a personal and engaged educational experience while valuing

Pride in accomplishment,
Excellence in action,
Resilience in character, and
Unity as a diverse and inclusive community.

Values

- **Pride:** We proudly celebrate our history as Nebraska's first college, our heritage of educating all students, and our tradition of scholarly achievement by students, alumni, faculty and staff. We cherish and enhance the stately Campus of a Thousand Oaks entrusted to us.
- **Excellence:** We pursue excellence through best practices and innovation in scholarship, teaching, research and student development. We commit to providing exceptional facilities and resources supporting the collegiate experience in academics and student life.
- **Resilience:** We recognize that resilience is a key factor in success. We provide support and encouragement to achieve high standards by cultivating passion and rewarding perseverance.
- **Unity:** We embrace unity as a diverse and inclusive community. We believe in creating a culture of mutual support, acceptance and respect. We embrace the College's role to lead and model this culture on campus, in the region and in the world.

ACADEMIC CALENDARS

FALL 2018: August 20 - December 14

DATE		EVENT
August	17-19	New Student Weekend
August	19	Last day to add Term I classes (8weeks)
August	20	Fall Semester begins (Regular & Term I)
August	26	Last day to drop/add regular semester course and receive 100% refund (17 weeks)
August	26	Last day to drop Term I course and receive 100% refund (8 weeks)
September	3	Labor Day (Student and Staff Holiday – Offices closed)
September	4	Payment Deadline - Regular and Term I (late fees after this date)
September	14	Mid-term Term I courses (8 weeks)
October	21	Last day to withdraw from Term I course with a "W"
October	5-6	Homecoming
October	12	Mid-term regular semester
October	12	Last day to add Term II classes (8 weeks)
October	15-16	Mid-term Break (no classes; offices open)
October	21	Last day to add Term II classes (8 weeks)
October	22	Term II classes begin (8 weeks)
October	28	Last day to drop Term II course and receive 100% refund (8 weeks)
October	29	Payment Deadline - Term II (late fees after this date)
November	9	Last day to withdraw from regular semester course with a "W" (17 weeks)
November	13-15	Registration for Spring Semester 2019
November	15	Applications for May/August 2019 Graduation due (graduate and undergraduate)
November	16	Mid-term Term II courses (8 weeks)
November	21-23	Fall Break (no classes; offices closed Thursday – Friday)
November	23	Last day to withdraw Term II course with "W"
December	7	Last day of regular semester classes
December	10	Last academic/instructional day (no classes)
December	11-14	Finals Week (finals exam information)
December	14	Regular and Term II semesters end
December	14	December 2018 Graduation (formal ceremony May 2019)

Academic calendars are subject to change without notice. The College reserves the right to revise or change rules, charges, fees, schedules, courses, requirements for degrees, and other regulations affecting students including, but not limited to, evaluation standards, whenever considered necessary or desirable. The College reserves the right to cancel any course for insufficient registration and to phase out any program. Registration by a student signifies an agreement to comply with all regulations of the College.

SPRING 2019: January 7 - May 3

DATE		EVENT
January	6	Last day to add Term I classes (8 weeks)
January	7	Spring Semester begins (Regular & Term 1)
January	13	Last day to drop/add regular semester course and receive 100% refund
January	13	Last day to drop Term I course and receive 100% refund
January	21	Martin Luther King Jr. Day (Classes Held; Offices Open)
January	21	Payment Deadline - Regular and Term I (late fees after this date)
February	1	Mid-term Term I courses
February	8	Last day to withdraw from Term I course with a "W"
February	25	Registration for Summer Semester 2019
March	1	Mid-term regular semester
March	1	Term I classes end
March	4-8	Mid-term Break (No Classes; Offices Open)
March	10	Last day to add Term II classes (8 weeks)
March	11	Term II classes begin
March	17	Last day to drop Term II course and receive 100% refund
March	18	Payment Deadline - Term II (late fees after this date)
March	29	Last day to withdraw from regular semester course with a "W"
April	2-4	Priority Registration for Fall Semester 2019
April	4	Open Registration for Fall Semester 2019
April	5	Mid-term Term II courses
April	12	Last day to withdraw Term II course with "W"
April	15	Applications for December 2019 Graduation due (graduate and undergraduate)
April	22	Spring Break (No Classes; Offices Open)
April	26	Last day of regular semester classes
April	29	Last academic/instructional day (No Classes)
April/May	4/30-5/3	Finals Week (finals exam information)
May	3	Regular and Term II semesters end
May	4	Commencement 10:00 a. m.

SUMMER 2019: June 2 – July 26

DATE		EVENT
May	6	Summer Internships begin
May	20	Payment deadline - Internships
June	2	Last day to add summer courses (Internships do not apply)
June	3	Summer Session begins (graduate and undergraduate)
June	9	Last day to drop summer courses and receive 100% refund
June	17	Payment Deadline Summer Session (late fees after this date)
July	5	Last day to withdraw from classes with a "W"
July	26	Summer Session ends (graduate and undergraduate)
August	2	Summer Internships end
August	2	August 2019 Graduation Date (formal ceremony May 2019)

Academic calendars are subject to change without notice. The College reserves the right to revise or change rules, charges, fees, schedules, courses, requirements for degrees, and other regulations affecting students including, but not limited to, evaluation standards, whenever considered necessary or desirable. The College reserves the right to cancel any course for insufficient registration and to phase out any program. Registration by a student signifies an agreement to comply with all regulations of the College.

Five-Year Academic Calendar

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty Orientation	8/17	8/16	8/21	8/20	8/19
Classes Begin	8/20	8/19	8/24	8/23	8/22
Labor Day Holiday	9/3	9/2	9/7	9/6	9/5
Fall Mid-Term Break	10/15-10/16	10/14-10/15	10/19-10/20	10/18-10/19	10/17-10/18
Fall Break	11/21-11/23	11/27-11/29	11/25-11/27	11/24-11/26	11/23-11/25
Last Day of Classes	12/10	12/9	12/14	12/13	12/12
Exam Week	12/11-12/14	12/10-12/13	12/15-12/18	12/14-12/17	12/13-12/16
Fall Commencement	12/14	12/13	12/18	12/17	12/16
	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Classes Begin	1/7	1/13	1/11	1/10	1/9
Spring Mid-Term	3/4-3/8	3/9-3/13	3/8-3/12	3/7-3/11	3/6-3/10
Spring Break	4/22	4/13	4/5	4/18	4/10
Last Day of Classes	4/29	5/4	5/3	5/2	5/1
Exam Week	4/30-5/3	5/5-5/8	5/4-5/7	5/3-5/6	5/2-5/5
Spring Commencement	5/4	5/9	5/8	5/7	5/6

GENERAL ADMISSION INFORMATION

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 is committed to the policy and practice that all persons have equal opportunity and access to 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 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 (area of study) Recommendation forms with one from an immediate supervisor. (Recommendation forms from family members are not acceptable). Recommendation forms are located on the Graduate Programs website on the Forms & Documents page.
 - Professional resume.
 - Teaching Certificate (for MSED).
- All materials submitted as a part of the application process become the property of Peru State and will not be returned to the individual.
 - Official transcripts and documents should be mailed to Peru State College, Graduate Programs Office 600 Hoyt Street, P. O Box 10, Peru, NE 68421-0010
 - Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to graduateprograms@peru.edu.

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.

Pursuant to Nebraska State College System Board Policies 3100 and 3200, Peru State College may deny or condition admission, readmission, or continuing enrollment of any individual who, in the judgement of the College, presents an unreasonable risk to the safety and welfare of the College and persons thereon.

The student application includes a question asking if a student has ever been convicted or a law violation or adjudicated under the jurisdiction of a juvenile court for an act that resulted in probation, community services, a jail sentence or revocation or suspension of a driver's license. If a student selects "yes" they will be asked to provide an explanation as part of the admission process. Answering "yes" is not an automatic disqualification of admission. The explanation will be reviewed by the Director of Admissions and the student will be notified once it is complete.

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.

Student ID Creation

All students applying to any of the Nebraska State Colleges (Peru State, Chadron State or Wayne State) or any institution in the University of Nebraska System (University of Nebraska- Lincoln, Kearney, Omaha, UNMC, or Nebraska College of Technical Agriculture) will go through the process of creating a Nebraska Unique Identity (NUID) number. This eight (8) digit number will be assigned to you through TrueYou (Identity Management System) as you complete the New User Registration. The NUID and the password you create will then be used to log in to the application. You will use the same NUID for any campus that you apply to.

You may recover your NUID number by calling the Office of Admission and answering identifying information. Your password may be reset by first following the "forgot password" prompts located on the application and MyPSC log in pages.

Logging in to the application will allow you to create a new application or continue editing an application that hasn't been submitted. Complete, in honesty, all information asked on the application for admission to Peru State.

Applications are received 24 hours after submission at which time the student's MyPSC To Do List is updated. Until that time, a general To Do List is generated which may not reflect all required documentation for admission.

It is highly encouraged students monitor the MyPSC To Do List and complete any outstanding items to progress their admission to Peru State.

Nebraska State College System Joint Enrollment

Students must complete the following steps to enroll in a course at another school within the Nebraska State College System (NSCS):

1. Meet with your faculty advisor. It is the student's responsibility to consult with his or her advisor at the Home institution for clarification of how the coursework will apply toward his or her degree.
2. Meet with the financial aid office at the Home institution to fill out the consortium agreement for coursework completed through the NSCS Joint Enrollment Program in order for that coursework to apply toward the student's federal financial aid (if applicable.)
Complete the Joint Enrollment Application available through the NSCS web site.

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 website 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.***

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 (2) full semesters, not including summer term, upon approval from Dean of Graduate Programs.

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 require documents.

International Students

Note our two graduate programs are entirely online and not held on our campus. If a student is currently in the United States with a Student Visa are ineligible for our program, as our program (online courses). If you are eligible for our program, Official Transcripts must be translated by InCred or World Education Services (WES) or another member of NACES and received before the admissions application can be processed.

Personal Enrichment

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 500-level courses are available for enrollment.

Application Process:

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

Supplemental Endorsement – Non-Degree Seeking

Application Process:

- Submit a completed online Personal Enrichment (Graduate level) Application for Admission.
- Submit valid Teaching Certificate

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.

EXPENSES AND FINANCIAL AID

Tuition and Fees

The expenses for attending proposed by Peru State College and approved by the Board of Trustees of the Nebraska State College System. We reserve the right to change tuition, fees, and other charges at any time. Refer to the College website at www.peru.edu/businessoffice for the most current rates of tuition and fees. Additional expenses for books, supplies, travel, and personal items varies for each student.

Tuition and fees must be paid each term by the published payment deadline. Refer to the College website at www.peru.edu/businessoffice for billing and payment information.

The due date for semester charges may also be found in MyPSC > Student Accounts > Account Activity.

Aid Adjustments Due to Enrollment Changes/Ceasing to Attend

Aid (Grants, Loans, Work-study, Scholarships...) are based on enrollment and attendance. Dropping a course, repeating course, withdrawing from part of all courses and/or ceasing to attend any/all courses may reduce how much aid a student is eligible for. Adjustments for individual course changes are processed throughout the semester. Adjustments for full withdrawals or for students who cease to attend are made within 30 days of the school being aware of the situation. A Return of Title IV funds calculation will be completed and students are notified of changes in amounts of federal aid. The recalculation of funds may result in a balance due to Peru State College, the Federal Government and/or an outside donor/ agency.

Applying for Financial Aid

Financial aid is available to most students planning to attend Peru State. Financial aid consists of scholarships, grants, 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 website, <http://www.peru.edu/financialaid>. Students can monitor their financial aid status and awards through their myPSC.

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.
- **The Teacher Education Assistance for College and Higher Education (TEACH) Grant program** - This program provides grants for students who agree to serve as full-time teachers in a high-need field for four years of public or public school that services students from low income families. Student must complete the FAFSA, be enrolled in a TEACH-Grant eligible program and maintain a cumulative GPA of at least 3.25.

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, retaking, not attending and or participating or withdrawing from a class) may impact a student's financial aid.

Satisfactory Academic Progress Standards for Financial Aid

Federal financial aid regulations require Peru State College to establish and enforce standards of Satisfactory Academic Progress (SAP). SAP is checked the first time a student applies for financial aid and prior to aid disbursement each term.

When SAP is checked for a student, all prior semesters of attendance are considered, even if the student did not receive financial aid for prior semesters.

Requirements

There are 3 requirements for Satisfactory Academic Progress:

- 1. Cumulative Grade Point Average (Cumulative GPA)**
 - a. Undergraduate 2.00
 - b. Graduate 3.00
- 2. Cumulative Credit Completion Rate (Cumulative Pace)**
 - a. Cumulative pace is measured by dividing the cumulative number of completed credits by the cumulative number of attempted credits.
 - b. Students must maintain a minimum cumulative pace of 67%. For financial aid purposes, a course is considered completed if a grade of A, B+, B, or C+ is earned. Grades of D, D+, D, F, NR, I, and W are considered attempted but not completed.
- 3. Maximum Attempted Credits Limit**
 - a. The maximum time frame for completing a degree is limited by federal regulations to 150% of the published number of credit hours required to complete the degree program.
 - i. Undergraduate degree attempted credits limit: 180 attempted credits
 - ii. Graduate degree attempted credits limit: 54 attempted credits

Completed credits, transfer credits, and courses with grades of F, NR, I, and W all count towards the maximum attempted credits limit.

SAP Statuses

Meets SAP

The Meets SAP status is assigned to students in two circumstances: 1) it is the student's first semester at Peru State, and 2) when after their most recent semester, they meet all 3 standards of Satisfactory Academic Progress.

Warning

Students are placed on Warning status when after their most recent semester of attendance they are deficient in either their cumulative GPA, their cumulative Pace, or both. Students on Warning status are eligible to receive financial aid.

Suspension

Suspension status is assigned to students in three circumstances: 1) the student was on Warning status and at the end of their warning semester, they do not meet the standards for cumulative GPA, cumulative Pace, or both, 2) the student has reached the maximum attempted credits limit, and 3) the student has not yet reached the maximum attempted credits limit, but it is not possible for the student to complete their program prior to reaching the maximum attempted credits limit.

There are two ways students with Suspension status can earn reinstatement: 1) secure approval of an appeal (details below) or 2) pay on their own for one or more semesters until they meet all three satisfactory progress requirements, then notify the Financial Aid Office.

Probation

When a Satisfactory Academic Progress appeal is approved for a suspended student, the student is placed in Probation status and will be eligible to receive aid during the probationary semester(s). Students on probation are placed on a monitoring plan and are required to achieve a minimum semester GPA of 2.00 undergraduate/3.00 graduate and complete a minimum of 100% of all attempted credits for the semester. Students who meet the probation requirements, but still do not meet all of the Satisfactory Academic Progress requirements, will have their probation extended to their next term of enrollment. There is not a limit on the number of consecutive terms a student can be on Probation status.

Appeal Process

Students placed in Suspension status due to their cumulative GPA, their cumulative course completion rate, or both, have the right to submit an appeal based on mitigating circumstances (unusual or extraordinary circumstances beyond their control that the student could not have planned for).

Submission of an appeal is not a guarantee of approval.

Suspension for the maximum attempted credits limit (either the student has reached the maximum attempted credits limit or it is determined that they cannot complete their program within the maximum attempted credits limit) have the right to an appeal based on special circumstances.

Appeals must include the following:

1. Satisfactory Academic Progress Appeal Form (www.peru.edu/financialaid/sap)
2. A written statement explaining: 1) the mitigating circumstance(s) that prevented the student from meeting SAP requirements, and 2) what has changed in the student's situation that will allow for a higher cumulative GPA, a higher course completion rate, or both by the end of the next SAP evaluation period.
3. Third-party documentation that supports the information in the student's written statement (e.g., medical documents, obituary notices, legal documents, police reports). Statements from friends and family cannot be considered.

Maximum Time Frame Appeal (www.peru.edu/financialaid/sap)

Attach a personal statement explaining why you have accumulated and/or attempted excess units for your degree. If you have taken or plan to take courses that are not required, give your reasons for taking them. Indicate if you have changed your major or program, and if so, why.

Examples of mitigating circumstances include, but are not limited to: Serious injury or illness of the student, spouse, or child; death of a family member.

Examples of circumstances that are NOT mitigating include, but are not limited to: Problems accessing required books and supplies, personality conflicts with instructor, transportation problems, loss of child's day care provider.

Treatment of the Following Types of Courses for SAP

- Repeated Courses: Repeated courses count as attempted credits and, when passing grades are received, they also count as completed credits.
- Transfer Courses: Credits transferred to PSC from another institution count as both attempted and completed credits.

Important Notice

Financial Aid Warning, Probation, and Suspension are completely different than Academic Contract, Probation, and Suspension. Appeals submitted for financial aid Satisfactory Academic Progress do not affect Academic Contract, Probation and Suspension, which has a separate appeal process.

Approval of an Academic appeal does not guarantee approval of a Financial Aid appeal.

Federal Title IV Funds Refund Policy and Procedures

If you completely withdraw from PSC and you are a financial aid recipient, a portion of your financial aid must be returned to the Department of Education. This is part of the USDE guidelines for the Return of Title IV Funds requirements. Financial Aid recipients officially or unofficially withdrawing from Peru State College prior to the expiration of 60% of the payment period (semester), the Return of Title IV requirements apply to you. For more information on the Return of Title IV refund policies, please contact the Financial Aid Office. If you officially or unofficially withdraw after 60% of the payment period, you are considered to have earned 100% of your financial aid received.

Refunds of tuition, fees, on-campus room and board charges will be calculated based on the number of days remaining in the semester at the time of the withdrawal. Financial aid refunds received for other educational expenses will be calculated based on the number of days remaining in the term at the time of the withdrawal. Refunded amounts are considered unearned financial aid and must be returned to the appropriate financial aid programs. Students are responsible for returning the amount owed. Failure to repay the amount owed will result in future financial aid ineligibility and possibly having your account turned over to the United State Department of Education. The refunded amounts will be returned in the following order:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Direct PLUS loan
4. Federal Pell Grant
5. Federal SEOG
6. Other Federal Financial Aid

NOTE: If you are a financial aid recipient, both the PSC and Federal Refund policies apply to you. You may end up owing both Peru Stat Colle and the USDE in you officially or unofficially withdraw from Peru State College. If you end up owing money to the USDE, you may no longer be eligible for future Student Financial Aid at any other institution until this money is returned. If you are planning to completely withdraw, we encourage you to explore your options before making a final determination, to avoid unforeseen consequences.

Post Withdrawals/Disbursements

If you are a financial aid recipient and officially or unofficially withdraw from PSC, you may be eligible for a Post Withdrawal of federal aid funds if they have not yet been applied to account as of the day you withdrew. You will be notified by hard copy letter within 30 days from your withdrawal date if you are eligible and any obligations you may have that pertain to those funds not yet disbursed.

Notification of Repayment

As a financial aid recipient who officially or unofficially withdraws from PSC prior to the 60% of the enrollment period, you may be responsible for returning funds to the Federal Government based on the Return of Title IV calculation which is the formula that determines the amount of money to be returned. In addition, you may be required to pay PSC money that PSC has to return on your behalf. You will be notified by hard copy letter within 30 days of your repayment obligations. Repayment obligations must be satisfied within 45 days from the receipt of your notification letter. You will be eligible for financial aid within this 45 day period but eligibility will be discontinued on the 46th day unless the repayment is satisfied. The notification letter provides the terms for satisfying the repayment and the consequences for failing to repay.

STUDENT SERVICES

The Student Handbook is a guide for college success, college services, campus living, and student conduct. The Student Handbook is available on the College's website and is also included in the Student Planner. Students are expected to acquaint themselves and comply with the rules and policies in this Catalog and the Student Handbook.

Center for Achievement and Transition Services

In providing resources and support for academic success, the Center for Achievement and Transition Services (CATS) cultivates engagement in learning, investment in career goals, and persistence in college. In the centrally located CATS building, Peru State students enjoy no-cost access to a full complement of academic support services, such as workshops, tutoring, counseling, testing services, career services, academic guidance, campus information, leadership opportunities, and disability accommodations. With its lounge area, tutoring labs, computer labs, open study areas, quiet study rooms, and direct access to the library, the Center is the perfect place to study between classes. The Center's facilities and dedicated staff members are great resources for enriching your academic experience.

Counseling

Students sometimes feel the need to seek assistance in dealing with issues whether they are personal, vocational, educational, or social. Licensed Student Counselors are on staff on the second floor of the Center for Achievement and Transition Studies during 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- 872-2425.

Photography Policy

All students and alumni are advised that the Peru State Marketing and Communications Office take photographs and videos of students throughout the year. These photographs and videos often depict students in classrooms, study areas, residence halls, and at athletic events and 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 or 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.

STUDENT RIGHTS AND RESPONSIBILITIES

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

Student Rights and Responsibilities [Board Policy #3250](#)

1. General Rights and Responsibilities in the Academic Community
 - a. 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.
 - b. 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.
 - c. 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
 - a. Freedom of Expression
 - i. Students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in a classroom should contribute to the learning process.
 - b. Instructional and Grading Procedures
 - i. The faculty determines the character of courses which includes content and instructional and grading procedures. Students have the right to be informed at the beginning of each course of the nature of the course, course expectation, evaluation standards, and the grading system.
 - ii. Each student has the right to a course grade based upon a sound academic evaluation and upon a specified grading procedure. A student has the right to receive upon request a clarification of the grade received. The faculty of each department, school, 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. Faculty-Student Consultation
 - c. 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.

- d. Student Evaluation of Instruction
 - i. Students can contribute significantly to the evaluation of instruction. The faculty has the obligation to solicit students' evaluation of their educational efforts and to make changes in accordance with their best judgment. To assist the faculty in the task of providing the best possible education, students should express their reactions and opinions about 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
 - a. Freedom of Expression
 - i. The acquisition, understanding, and interpreting of knowledge can be facilitated by the study and evaluation of controversial issues and positions. Free expression in the academic community shall not be abridged by special restrictions or censorship on publications, speakers or broadcasting. Any student group shall be allowed to invite and hear any person of its own choosing. Those procedures required by the institution before a guest speaker appears on campus should insure orderly scheduling of facilities and adequate preparation for the event. The event should be conducted in a manner appropriate to an academic community. The institutional control of College facilities should not be used as a device of censorship.
 - ii. It should be made clear to the academic and larger communities that sponsorship of events and speakers does not necessarily imply approval or endorsement of the views or actions by either the sponsoring group or the College. Participation in the exchange of ideas through these media is a normal expectation of the academic community.
 - b. Student Government
 - i. Students should be free, individually or collectively, to express their views on issues of institutional policy and on matters of general interest to the student population. The students should have clearly defined means to participate equitably in the formulation of institutional policies and procedures which affect student life. Student government is the principal agency for student participation in the decision-making process of the College.
 - c. Student Organizations
 - i. Students bring to 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 Policy #3100](#)

BOARD POLICY

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.

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

Misconduct

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

1. Participation in a demonstration on College property 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 signaler 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, and 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 group of persons;
 10. Sex harassment or sexual violence, as Board Policy #3020 defines those terms;
 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 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 a disciplinary committee prior to any proceeding, filing a malicious, false or frivolous complaint, verbal or physical harassment or intimidation of a member of a disciplinary committee prior to, during, or after a proceeding, failure to comply with any sanction imposed, influencing or attempting to influence another person to commit an abuse of disciplinary proceedings, and a violation of the privacy rights of any student or College employee 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;
 29. Falsely setting off or otherwise tampering with any emergency safety equipment, fire alarm, or other device established for the safety of individuals and/or college facilities;

30. Harassing or discriminating against any student, faculty or staff member, as defined in Board Policy 3021, on the basis of race, color, national origin, sex, sexual orientation, gender identity, 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.

Student Records [Board Policy #3650](#)

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records. The Act provides for a student's right to review education records, the right to seek to amend those education records, and to limit certain disclosures of information from education records.

Education records means records that are directly related to a student and are maintained by the College or a party acting for the College.

Education records do not include the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record,
 - Records of the security department of the College, subject to the provisions of 34 CFR§99.8.
- Records relating to an individual who is employed by an educational agency or institution, that:
 - Are made and maintained in the normal course of business;
 - Relate exclusively to the individual in that individual's capacity as an employee; and
 - Are not available for use for any other purpose.
 - Note: records relating to a student who is employed as a result of his or her status as a student are education records.
- Records on a student that are:
- Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
- Made, maintained, or used only in connection with treatment of the student; and
 - Disclosed only to individuals providing the treatment. "Treatment" does not include remedial educational activities or activities that are part of the program of instruction at the College.
 - Records created or received by the College after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- Grades on peer-graded papers before they are collected and recorded by a faculty member.

Right to Review Education Records

With certain exceptions, a student has a right to review records which are directly related to him/her and are maintained by the College. A student request to see his/her file is to be sent to the office which maintains the file and will be honored within forty-five (45) days. Students must pay for the cost to make copies of any records. Parents of dependent students have the right to review information about their children, such as grades, bills, and other information without having to gain students' consent as long as dependency is documented to the College.

Releasing Information Pursuant to Student Consent

Except as authorized by this policy, non-directory information (as defined below) will be released only upon the written request of the student.

When information is released from a student's file pursuant to the student's written consent, the consent document, the reason(s) for the release, and the name of the recipient of the release must be attached to the copy of the data released, which is kept in the file. The recommendation or data released must include a statement that the information is not to be released to anyone else without the student's written consent.

Releasing Information Without Student Consent

Colleges may, upon written request, release non-directory personally identifiable education records without student consent in accordance with FERPA and federal regulations. A record of such releases to third parties must be maintained by the College. No consent from the student is required for the release of, or access to, an education record or personally identifiable information under the following circumstances:

- a) By school officials who have a legitimate educational interest. School officials include a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health center staff); a person serving on a board or committee; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review a record in order to fulfill his or her professional responsibilities for the College. This includes, but is not limited to, performing an administrative task outlined in that official's duties; performing a supervisory or instructional task directly related to a student or the College; or performing a service or benefit for the student or the College such as health care, job placement, security, residential services, the acquisition of learning materials or student financial aid.
- b) In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- c) To organizations conducting studies for, or on behalf of, the College, in order to: (i) develop, validate, or administer predictive tests; (ii) administer student aid programs; or (iii) improve instruction.
- d) To accrediting organizations to carry out their accrediting functions.
- e) To parents of a student if the student is a dependent for IRS tax purposes.
- f) To comply with a judicial order or lawfully issued subpoena.
- g) To appropriate officials in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of students or other persons.
- h) To the victim and/or the general public the final result of a campus disciplinary proceeding involving a violent crime or non-forcible sex offense where the accused was found to have violated College rules or policies.
- i) To an official of another school, school system, or institution of higher education in which a student seeks or intends to enroll. Colleges shall provide access to education records of students who apply for admission and/or transfer within the NSCS whenever such records are requested by another NSCS College without obtaining student consent for such a release.
- j) Directory information, as described below.
- k) Other disclosures not listed above as permitted by FERPA and other applicable laws.

Directory Information

Colleges may disclose directory information relating to a student without violating FERPA, unless a student has restricted the disclosure of his/her directory information in the Student Information System. Directory information consists of:

- *Student's name*
- *Permanent Address: limited to the identification of city, state and country*
- *Participation in officially recognized activities and sports*
- *Weight, height and photographs of athletic team members*
- *Degrees, honors, and awards received*
- *Major field of study*

- *Dates of attendance (only beginning and end dates of semesters)*
- *Year in school*
- *Enrollment status (full/part-time)*
- *The most recent previous educational agency or institution attended*

Filing Complaints

Persons wishing to file complaints regarding this policy or its implementation may do so with the U.S. Department of Education. See the Vice President for Student Affairs for further information regarding such matters.

NON-ACADEMIC POLICIES

Discrimination

Peru State 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, 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 nondiscrimination 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.

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.

Anti-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, including unlawful harassment. The Board specifically prohibits unlawful discrimination (including harassment) based on students' race, color, religion, national origin, disability, age or any other class protected by applicable federal, state, or local law. (The Board has a separate policy, Board Policy 3020, concerning unlawful Sexual Violence or Sex Harassment.) The Colleges will take appropriate action to prevent, correct, and discipline discriminatory behavior that is found to violate Board policies and principles of equal opportunity and access.

Harassment based on a protected class (i.e., race, color, religion, national origin, disability, age, or any other protected class) may take many forms, including unwelcome verbal acts, name-calling, derogatory comments, slurs, coercion, intimidation and/or negative stereotyping; graphics and written statements, which may include use of cell phones or the Internet; or other physically threatening, harmful, or humiliating conduct. Harassment does not have to include an intent to harm, be directed at a specific target, or involve repeated incidents. (Conduct is unwelcome if the student did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or the failure to complain does not always mean that the conduct was welcome.)

Students who believe they or others have been subjected to unlawful discrimination should immediately report their concerns to any College President, Vice-President, Dean, Title IX Coordinator, staff member of Housing/Residence Life (including Directors, Managers, Assistant Directors, Senior Residence Hall Advisors, and Residence Hall Advisors), Coach, or any Campus Security Officer.

The Board of Trustees will follow the processes and procedures described in Board Policies 3100 and 3200 to investigate and address discriminatory behavior. See Board of Trustees Policy 3021 Unlawful Harassment (Other) Reporting, Policies, and Procedure.

Sexual Violence or Sexual Harassment Reporting, Policies and Procedures [Board Policy #3020](#)

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 sex harassment are prohibited by law and by Board policy and the Colleges will not tolerate sexual violence or sex harassment in any form, including, but not limited to, sexual assault; stalking; dating violence; domestic violence; 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.

This policy provides guidance for what students should do if they have been victims of sexual violence or sex harassment, and what the Colleges will do if such violence or harassment occurs. This policy applies to students regardless of whether the other party involved is a fellow student, an employee, or a third party. A student alleged to have committed sexual violence or sex harassment can be disciplined under the Code of Student Conduct and/or prosecuted under Nebraska criminal statutes. Additional Board Policies, Employee Handbooks and Collective Bargaining Agreements apply to employees alleged to have committed sexual violence or sex harassment.

The Colleges have a responsibility to respond to reports of sexual violence or sex harassment and attend to the needs of the students who are involved. Reports of sexual violence and sex 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 for ensuring 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 resources and services for assistance.

Scope

1. *To Whom Does this Policy Apply?*

a. Students

This policy applies to all students, including traditional students, online or distance education students, and students participating in dual enrollment programs.

2. *Where Does this Policy Apply?*

This policy applies to the following:

a. The campuses of the Nebraska State Colleges

b. Areas owned or controlled by the Colleges

c. Off campus, to the extent that the conduct occurring off campus has continuing adverse effects on campus or creates a hostile environment for a student. College educational programs or activities (whether on or off campus), including, but not limited to, internship and clinic programs and placements and College sponsored study-abroad programs.

Conduct Prohibited by Board Policy 3020 and Definitions

Note: Being impaired by drugs or alcohol is not a defense to any violation of this policy.

Dating Violence: Dating violence is violence (*violence includes, but is not limited to sexual or physical abuse or the threat of such abuse*) committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors: (i) the length of the relationship, (ii) the type of relationship, (iii) the frequency of interaction between the persons involved in the relationship.

Dating violence can occur when one person purposely hurts or scares someone they are dating. Dating violence can be physical, emotional, and/or sexual abuse.

Domestic Violence: Domestic violence shall mean felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws.

Domestic violence includes patterns of abusive behavior in relationships used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behavior that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, coerces, threatens, blames, hurts, injures, or wounds someone.

Under Neb. Rev. Stat. §28-323, domestic assault occurs when a person; (a) intentionally and knowingly causes bodily injury to his or her intimate partner; (b) threatens an intimate partner with imminent bodily injury; or, (c) threatens an intimate partner in a menacing manner. Intimate partner means a spouse; a former spouse; persons who have a child in common whether or not they have been married or lived together at any time; and persons who are or were involved in a dating relationship.

Sexual Assault: Sexual assault shall mean an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Sexual assault is contact or sexual penetration that occurs without the consent of the recipient.

Sexual contact means the intentional touching of a person's intimate parts or the intentional touching of a person's clothing covering the immediate area of the person's intimate parts. Sexual contact also includes when a person is forced to touch another person's intimate parts or the clothing covering the immediate area of the person's intimate parts. Sexual contact shall include only such contact which can be reasonably construed as being for the purpose of sexual arousal or gratification of either party.

Sexual penetration means sexual intercourse in its ordinary meaning, cunnilingus, fellatio, anal intercourse or any intrusion of any part of the person's body or of a manipulated object into the genital or anal openings of another person.

Sex/Gender Harassment: Sex/gender harassment is unwelcome conduct of a sexual nature that is sex or gender-based. Sex/gender harassment can include (but is not limited to) the following:

- Unwelcome sexual advances
- Requests for sexual favors
- Cyberbullying
- Other verbal, nonverbal, online, or physical conduct of a sexual nature
- Physical aggression, intimidation, or hostility based on sex or sex-stereotyping, sexual orientation and/or gender identity, even if those acts do not involve conduct of a sexual nature.

Harassment does not have to include an intent to harm, be directed at a specific target, or involve repeated incidents. Sex/gender harassment is a violation of this policy.

i. Quid Pro Quo Harassment

Quid Pro Quo harassment is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature, by a person who has authority or power over another, when submission to the sexual conduct is made (either explicitly or implicitly) a condition of a person's academic standing, employment, participation in College programs or activities, or is used in evaluating a person's educational or employment performance, development, or progress or in making another decision that will affect the person's relationship with the Colleges.

ii. Hostile Environment Harassment

Sex and/or gender harassment creates a hostile environment for a student-victim when it is so severe, pervasive, or persistent that it interferes with, denies, or limits the student's ability to participate in or benefit from the Colleges' services, activities, or opportunities because of their sex or gender. A single incident, if sufficiently severe, can constitute a hostile environment. If conduct is sufficiently severe, it can create a hostile environment without being repetitive. Likewise, conduct that is less severe may not be sufficient to create a hostile environment without repeated incidents.

The determination regarding whether a hostile environment has been created requires objective and subjective consideration of the pertinent circumstances, including the type of conduct alleged, its severity, duration, and frequency, the context, including the parties' age, sex, and relationship to each other, and any history of similar behavior.

iii. Retaliatory Harassment

Retaliation is any adverse or negative action taken against an individual due to their report of a policy violation, their cooperation in an investigation into an alleged policy violation, or their engagement in any other protected activity.

Sexual Violence: Any intentional act of sexual contact (touching or penetration) that is accomplished toward another without their consent. Such acts may include, but are not limited to, forced oral sex, forced anal penetration, insertion of foreign objects into the body, and any act of sexual intercourse "against someone's will." This includes, but is not limited to, the use of a weapon, physical violence or restraint, verbal threats, intimidation, and threats of retaliation or harm. Sexual Violence includes Sexual Assault as defined in this policy. *Note:* It is never appropriate for allegations of sexual violence to be resolved by mediation.

Stalking: Stalking shall mean engaging in a course of conduct directed at a specific person that would cause a reasonable person to; (a) fear for their safety or the safety of others; or, (b) suffer substantial emotional distress.

- i. "Course of conduct" is defined as two or more acts (including, but not limited to) acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- ii. "Reasonable Person" is defined as a reasonable person under similar circumstances and with similar identities to the victim.
- iii. "Substantial emotional distress" is defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Stalking includes a pattern of repeated and unwanted attention, harassment, contact or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking may include: repeatedly communicating with, following, threatening, or spreading rumors about a person who does not want the attention.

Retaliation: Any adverse or negative action taken against an individual due to their report of a policy violation, their cooperation in an investigation into an alleged policy violation, or their engagement in any other protected activity.

Additional Definitions

Student: An individual who is currently enrolled or registered in an academic program or who has completed the immediately preceding term and is eligible for re-enrollment.

Employee: An individual who is paid by the College to perform specific job duties, including faculty and staff, whether they are employed part-time or full-time.

Responsible Employee/Mandatory Reporter:

Any employee who has been tasked with reporting incidents of sexual misconduct by students to the Colleges' Title IX Coordinator. This includes employees who have the authority to take action to address sexual violence, and employees whom a student could reasonably believe has this authority or duty. *See "Reporting a Policy Violation to the Colleges" on page 5 for additional information.*

Confidential Employee: A College employee who does not have a duty to report incidents of sexual misconduct to the College's Title IX Coordinator. Medical or mental health professionals employed by the Colleges (Licensed Student Counselors and Nurses) are Confidential Employees and respect and protect confidential communications from students, faculty, and staff to the extent they are legally able to do so. Employees may have to breach a confidence, however, when they perceive an immediate and serious threat to any person or property.

Reporting Party: An individual that makes a report to the College of a potential policy violation. This may be the alleged victim or a third party.

Alleged Victim: An individual who alleges to have been the victim in an incident(s) of sexual misconduct in violation of this policy.

Alleged Perpetrator/Responding Party: An individual who is alleged to have committed an act of sexual

misconduct in violation of this policy.

Consent:

a. Definition

Consent is positive cooperation in an act or expressing intent to engage in an act. Consent is indicated through words or conduct. An absence of words or conduct does not constitute consent. An individual who consents to a sexual act must give that consent voluntarily, and with knowledge and understanding of the nature of the act and their participation in it. Consent to one type of sexual activity does not necessarily constitute consent for another type of sexual activity.

b. Capacity of Consent

Consent can be withdrawn by any party at any time through words or conduct.

Consent can be invalidated (in other words, a person cannot give consent) in a number of situations.

- A person cannot give consent if they are incapacitated by drugs or alcohol, unconscious, passed out, asleep, coming in and out of consciousness, or if they have a disorder, illness, or disability that would impair their understanding of the act and their ability to make decisions.
- A person cannot give consent if they are under the threat of violence, injury, or other forms of coercion or intimidation.
- A person cannot give consent if they are forced, coerced, intimidated, or deceived into providing consent. Consent cannot be inferred from silence or passivity alone.

The fact that the alleged victim was under the influence of drugs/alcohol may be considered in determining whether that person had the capacity to consent to the act in question. If the person was incapacitated, the question of whether the alleged perpetrator knew, or should have known, that the alleged victim was incapacitated will be considered.

c. Lack of Consent

A person may express a lack of consent through words or conduct. A person need only resist, either verbally or physically, so as to make the person's refusal to consent genuine and real and so as to reasonably make known to the other party that person's refusal to consent. A person need not resist verbally or physically where it would be useless or futile to do so. The presence or absence of consent is based on the totality of circumstances, including the context in which an alleged incident occurred.

Hostile Environment: Sex and/or gender harassment creates a hostile environment for a student- victim when it is so severe, pervasive, or persistent that it interferes with or limits the student's ability to participate in or benefit from the Colleges' services, activities, or opportunities because of their sex or gender.

The determination regarding whether a hostile environment has been created requires objective and subjective consideration of the pertinent circumstances, including the type of conduct alleged, its severity, duration, and frequency, the context, including the parties' age, sex, and relationship to each other, and any history of similar behavior.

Reporting a Policy Violation to the Colleges

<i>Title IX Coordinator</i>	<i>Mandatory Reporters</i>
<p>Anne DeMersseman Chadron State College 1000 Main Street Chadron, NE 69337 (308) 432-6038</p> <p>Eulanda Cade Peru State College PO Box 10 Peru, NE 68421-010 (402) 872-2230</p> <p>David McMahan Wayne State College 1111 North Main Street Wayne, NE 68787 (402) 375-7213</p>	<p>President Vice Presidents Deans College Title IX Coordinator and Designees (<i>contact information is listed to the left</i>) Dean of Students Housing/Residence Life Staff to include: Directors Managers Assistant Directors Senior Residence Hall Advisors Residence Hall Advisors Coaches and Assistant Coaches Campus Security Officers</p> <p>Reports to the above designated employees will constitute “notice” to the College for the purposes of considering an investigation and institutional response in conjunction with the Title IX Coordinator.</p> <p>College employees (even medical or mental health professionals identified below) are required by law to report any allegations of sexual abuse or assault of a minor to either law enforcement or the Department of Health and Human Services.</p> <p><i>Exception Regarding Employee Reporting:</i> The law recognizes and protects the confidentiality of communications between a person seeking care and a medical or mental health professional. Medical or mental health professionals employed by the College (Licensed Student Counselors and Nurses) respect and protect confidential communications from students, faculty, and staff to the extent they are legally able to do so. Employees may have to breach a confidence, however, when they perceive an immediate and serious threat to any person or property.</p>

There are multiple options available to an individual who wishes to report a policy violation to the College. Reports can be filed by the alleged victim or a third party. Reports can be made to the College’s Title IX Coordinator, or to designated employees who are “Mandatory Reporters” (also known as “Responsible Employees”). Mandatory Reporters shall communicate the report to the College’s Title IX Coordinator.¹ Pursuant to federal law, the College has a legal responsibility for documenting and reporting an incidence of sexual violence and sex harassment.

i. **No Time Limit on Reporting**

There is no time limit for reporting a policy violation to the College. However, the more time that passes between the alleged policy violation and the report to the College the more difficult it becomes for the College to respond and/or investigate the matter to determine whether the alleged perpetrator is responsible for the alleged behavior. Additionally, if the alleged perpetrator graduates or otherwise leaves the College, the College will not have the ability to hold them accountable if they are found responsible for sexual misconduct. Therefore, the College encourages early reporting of incidents that may be policy violations.

ii. **Requests for Confidentiality, No Investigation, or Informal Resolution**

An alleged victim may request the following: (1) for their name to be kept confidential, (2) for there to be no investigation into the alleged incident, or (3) for an informal resolution process. The College will take all reasonable steps to investigate and respond to the report consistent with the alleged victim's request. In determining whether it is possible to grant a request, the Title IX Coordinator must balance the request with their overall duty of providing a safe and non-discriminatory campus environment. Alleged victims who make these requests should understand that their request may limit the College's ability to respond fully to their concern. The College will offer appropriate resources and support to the alleged victim.

iii. **Interim Measures**

A range of interim measures are available to protect the alleged victim, as necessary, throughout the Title IX investigation. Any interim measures required will be put in place as soon as reasonably possible. The following are examples of interim measures that the College can implement: a no-contact order; a no-trespass order; a temporary suspension; a change in academic or living situations; access to counseling and academic support; the option to complete courses online, via independent study, or from a distance; the option to re-take a course or withdraw without penalty; and assistance working with professors to make up tests or assignments. Interim measures will be taken at no cost to the alleged victim.

Reporting Conduct to Law Enforcement

Violations of this policy that constitute criminal conduct may be reported to law enforcement. Reporting conduct to the College and reporting conduct to law enforcement are two separate processes. A reporting party can choose to report the conduct only to the College,² or only to law enforcement, or to both the College and law enforcement.

Alleged victims should be advised that physical evidence can be collected at the same time as medical care is provided, but that medical evidence for a criminal prosecution cannot be collected without a report being made to local law enforcement. It is important that students make an informed decision regarding important physical evidence that can be preserved.

Regardless of whether or not the law enforcement authorities choose to prosecute a reported offense, the College can pursue formal disciplinary action against a student or employee alleged to have committed sexual violence or sex harassment.

If a report is made to law enforcement and the agency pursues an investigation, the College will cooperate with the law enforcement agency.

Confidentiality

The College appreciates the privacy concerns inherent in allegations of sexual violence or sex harassment. To protect students' privacy rights, the names of students or other identifying information, especially that which is contained in written documents and notes, will only be disclosed to third parties if; (a) prior written permission is given by the student concerned; (b) the disclosure is necessary to conduct an investigation or implement an interim measure; (c) the disclosure is necessary to pursue disciplinary action; or, (d) the disclosure is otherwise required by law.

Victims will be informed that the College has a legal duty to include information about reports of criminal sexual misconduct in annual security report statistics which do not identify either the person claiming to have been subject to criminal sexual misconduct or the alleged perpetrator.

If an alleged victim is under the age of eighteen (18) years, the College will obtain consent from the parents or guardians prior to beginning an investigation or disclosing information, unless otherwise required by law.

Disciplinary Processes and Consequences

Processes and procedures described in Board Policies 3100 and 3200 may be used subsequent to a sexual violence or sex harassment investigation to address cases of student misconduct, due process and discipline. If the alleged perpetrator is an employee, other Board Policies or Collective Bargaining Agreements will determine the due process steps and disciplinary consequences.

Disciplinary consequences may include, but are not limited to: warnings, disciplinary probation, loss of privileges, restitution, remedial work assignments, remedial educational requirements, service requirements, remedial behavioral requirements, College housing relocation, College housing suspension, removal from College housing, suspension, and expulsion.

Investigation Procedures

Note: While this policy and procedures are written primarily for the benefit of students, the same procedures shall also apply in the event either the individual reporting the sexual violence or sex harassment, or the alleged perpetrator, is not a student. Similarly, while the procedures assume that the incident occurred on or near College property or at an official College function or activity, some of these procedures may also apply if an alleged incident occurs off-campus or in a setting unrelated to College functions/activities.

- 1) An initial report may occur by telephone, email, in writing, or in person. When an initial report of sexual violence or sex harassment is received by any designated administrator or employee (listed in this Policy under "Reporting a Policy Violation to the Colleges"), the initial report shall be shared with the Title IX Coordinator as quickly as possible.
- 2) The Title IX Coordinator or designee will contact the alleged victim for the following purposes:
 - To ask questions in order to gain a better understanding regarding the nature of the incident;
 - To explain confidentiality and reporting requirements;
 - To explain the investigatory process, law enforcement options, and possible consequences;
 - To provide information about resources that are available to the individual; and,
 - To ask if the alleged victim wishes for the report to be pursued through an investigation or not. (If the alleged victim requests confidentiality, or asks that the report not be pursued, the College will take all reasonable steps to investigate and respond to the report consistent with the request for confidentiality or request not to pursue an investigation, if possible. The request will be evaluated and weighed against the College's responsibility to provide a safe and nondiscriminatory environment.)
- 3) The Title IX Coordinator or designee, after consultation with the System Director for Title IX, will determine if an investigation will be conducted.

- 4) If an investigation will be conducted, the Title IX Coordinator or designee will immediately begin an investigation and will take steps to complete the investigation within sixty (60) calendar days after receipt of the report, if possible. The College is committed to a complete and impartial investigation of reports of sexual violence or sex harassment, including the opportunity for both parties to present witnesses and other evidence. Investigations will occur as quickly as possible, but the complexity of the investigation, the severity and the extent of the harassment, or number of involved parties can impact the duration. The investigation shall consist of:
 - Reviewing all related written statements or reports;
 - Interviewing the alleged victim, alleged perpetrator and other witnesses;
 - Reviewing applicable College records; and,
 - Reviewing other relevant material and evidence.
- 5) The Title IX Coordinator or designee will provide parties involved in the investigation with periodic updates while an investigation is pending, consistent with Family Educational Rights and Privacy Act (FERPA) restrictions.
- 6) At the conclusion of the investigation, the Title IX Coordinator or designee will make a determination regarding the report using a “preponderance of the evidence” standard (which means he or she will assess whether it is more likely than not that alleged sexual violence or harassment occurred) and will provide the recommendation to the Vice President responsible for Student Affairs and the President. The Title IX Coordinator will also issue separate written statements to the alleged perpetrator and the alleged victim, informing them of the determination and recommendation to the Vice President for Student Affairs and the President.
- 7) Within ten (10) working days from receipt of the Title IX Coordinator’s or designee’s recommendation, the Vice President will issue a written statement to the alleged victim, the alleged perpetrator and the Title IX Coordinator regarding the outcome of the investigation and a decision as to whether or not disciplinary proceedings will commence in accordance with Board Policies 3100 and 3200. In the event that disciplinary proceedings commence at the conclusion of the investigation, the College has an obligation to disclose the outcome of the disciplinary proceedings to the student who reports being the victim of sexual violence.
- 8) If the alleged victim and alleged perpetrator agree with the decision of the Vice President, the matter is considered resolved without any further rights of appeal by either party. If either the alleged victim or the alleged perpetrator object to the decision of the Vice President, either individual may appeal the decision in writing to the President within seven (7) calendar days. (Any sanctions imposed during the disciplinary process will go into effect *after* the 7-day window for appeals closes, and if an appeal occurs, after it is complete. However, existing interim measures [such as a temporary suspension] may remain in place.) Requests to extend the 7-day window for appeals for good cause must be submitted in writing to the Vice President and will be decided on a case-by-case basis. The President will review the matter and then issue his/her decision to:
 - (a) affirm the Vice President’s decision;
 - (b) refer the matter for further investigation; or,
 - (c) refer the matter for disciplinary proceedings. The President’s decision will be final.

Note: Title IX prohibits retaliation for reporting parties and any individuals participating in an investigation. The College will not only take steps to prevent retaliation but will also take strong responsive action if it occurs.

Conflicts of Interest in Investigations

Conflicts of interest (whether real or perceived) by those handling a Title IX investigation or response will not be permitted. A party who wishes to raise a concern regarding a conflict of interest in the investigation or response process may submit their concern in writing as soon as possible to the Vice President for Student Affairs.

Resources and Assistance

The Title IX Coordinator or Designee will have available contact and referral information for counseling/mental health services, medical services, law enforcement, judicial remedies/restraining orders, and educational resources, and will share resource information with victims and alleged perpetrators. Assistance options including, College no contact orders, changes in academic, living, transportation and working situations may be made available as remedies to protect alleged victims, alleged perpetrators, and witnesses.

Accommodations for Students with Disabilities Board Policy # 3700

Individuals with disabilities have the right to an equal opportunity to participate in and benefit from all programs offered by the Colleges. The Colleges are committed to providing students with disabilities the same opportunity to achieve academic success as they provide for all students.

The services provided to students with disabilities are established in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Services will be provided with the understanding that students with disabilities may require unique accommodations and must have their needs assessed on a case-by-case basis.

Providing accommodations for students with documented disabilities does not guarantee students equal results or achievement; accommodation must only afford them an equal opportunity for achievement. In order to maintain an environment that is safe and conducive to learning, behavior that is deemed to be dangerous, damaging, harassing or otherwise disruptive to the College community is not allowable, even when that behavior is a symptom of or is associated with a disability. Individuals with disabilities have the same obligations as all students to meet and maintain the Colleges' performance standards and codes of conduct as described in Board Policy 3100.

Accommodations may be requested for academic needs, student activities, campus housing and/or general accessibility issues.

Confidentiality

Each College shall maintain appropriate confidential records that identify students with disabilities. These records shall include the student's name, address, student ID number, nature of disability, support services needed, and verifying statement of services to students with disabilities and documentation provided by the student. All such records, shall be considered "education records" protected by the Family Educational Rights and Privacy Act (FERPA) and its regulations. Information about the student may be released with the student's informed written consent in accordance with FERPA or other application legislation.

Accommodation Process

Students with disabilities are responsible for initiating the accommodation process by identifying themselves as needing reasonable modifications to the environment, auxiliary aids and/or services in a timely manner. Students seeking accommodations must meet with the designated ADA representative at their respective College: Chadron State College, CSC Disability Services; Peru State College, ADA Services; and Wayne State College, Disability Services Program.

After a request for accommodation has been made, an interactive process between the student and the College will begin to determine what, if any, accommodation should be provided. A student requesting an accommodation must provide information about the condition on which the request is based, including the exact nature of the condition and why reasonable accommodation is necessary. The College may need to obtain additional information to determine if the student's condition qualifies as a disability or to determine what would be an effective accommodation. Such information may not be necessary if an effective accommodation is obvious.

Personal Care Attendants

Students who require a personal care attendant (PCA) are responsible for making arrangements for their PCA service. If a PCA is needed, the student is responsible for hiring, training, scheduling, supervising, paying, and replacing the attendant as necessary. The Colleges are not responsible for any coordination or financial responsibilities for personal care attendants. In addition, the College students and employees are not expected to provide the services of a PCA. Students requiring a PCA are strongly recommended to find services of an impartial PCA who is not a family member or close friend.

PCAs with access to residence halls will need to have the background check completed by Human Resources before arriving on campus. Access to College residence halls will not be granted until a background check has been completed. Any PCA that fails to abide by College policies and procedures may be subject to removal from the residence halls and College campus, loss of all privileges and any other action the College may consider appropriate.

Service Animals

Service animals are trained to do work or perform tasks for a student with a disability, and the work is directly related to the individual's disability. Service animals may accompany the student in any and all locations where students are allowed.

Students with disabilities who are accompanied by service animals must comply with the same College rules regarding conduct, noise, safety, disruption, and cleanliness as people without disabilities. The ADA stipulates that service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the student's disability prevents using these devices. In that case, the student must maintain control of the animal through voice, signal or other effective controls.

The Colleges are not responsible for the care or supervision of service animals. Individuals with disabilities who are accompanied by service animals are solely responsible for the cost, care, supervision and well-being of the animal at all times.

Students with disabilities accompanied by service animals are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury.

Cleaning up after the animal is the sole responsibility of the student with disabilities that is in possession of the service animal. If the individual is not physically able to clean up after the animal, it is then the responsibility of that individual to hire someone capable of cleaning up after the animal in a timely, hygienic and respectful manner.

Therapy/Support Animals

Even though therapy or support animals do not qualify as service animals, the Colleges shall provide reasonable accommodations for emotional therapy/support animals in College housing. Emotional support/therapy animals are animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being.

Students qualify for reasonable accommodation when (1) health care professional(s) have recognized and documented the therapeutic effect of animal companionship; and (2) the therapy animal is an integral part of a person's treatment process to assist in alleviating the symptoms of an individual's disability.

Requests to have an emotional therapy/support animal in campus housing are considered requests for accommodation and will be reviewed on an individual basis.

Under the federal Fair Housing Act, accommodations for emotional support/comfort animals must be reasonable. Animals can pose no direct threat to the health and safety of others; cause substantial damage to the property of

others; post an undue financial and administrative burden; or fundamentally alter the nature of the provider's operation.

Food Allergies

Food allergies may constitute a disability under the Americans with Disabilities Act (ADA). Students with food allergies may have light to severe reactions as a result of contact with a particular food source. The Colleges will develop individualized plans for students who request reasonable accommodations due to a food allergy. Depending on the individual circumstances, the Colleges may allow students to be exempt from the mandatory meal plan, eat in a separate location, or partake of meals made without specific allergens within the Colleges' regular dining halls.

Complaints

ADA compliance issues and complaints may be directed to: Services Peru State College: ADA Services

COLLEGE PUBLIC SERVICES

Al Wheeler Activity Center

The 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, student 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 Business Office for an annual fee of \$15 per person. The Fitness Center is available for student, faculty and staff use during hours of operation. All individuals using the facility must sign a yearly Fitness Center User Agreement to be submitted to Campus Security. Violations of guidelines for use may lead to denial of access to the Fitness Center. 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 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 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 gallery forest flora while preserving and restoring the historical aesthetics of Peru State. The Arboretum collection is an educational resource for the study of botany and horticulture.

Center for Engaged Learning

The mission of the Center for Engaged Learning shall be to create and/or facilitate partnerships between Peru State College students, faculty and staff and the community (campus, local, regional, national and international) in order to provide engaged learning opportunities. The Center for Engaged Learning implements best practices in engaged learning so that PSC students have experiences that are consistent with the college’s academic mission, vision, values and goals. As a result, the Center for Engaged Learning should be known as a resource for students, faculty, and the community in which individuals are able to develop and apply their leadership, critical thinking, project management, and communication skills while engaging in learning opportunities.

College Library

The Library, an award-winning building, is an excellent place for studying and socializing. Students have access to over 117,000 books and to a growing DVD collection. A floor of pre-school and K-12 classroom resources is devoted to teacher education. With 24/7 access to its online resources, students may search over 33,000 magazines, journals, and newspapers and more than 285,000 eBooks that may be downloaded for offline reading. All online resources are accessible from any location with the use of a student’s PSC login. The Library also has a computer lab and laptops for students to use. A helpful staff and librarian are available to answer questions and to assist with research.

Facilities

College facilities are available to rent for approved purposes. Information is available through Conference Services located in the Student Life Office in the Student Center. Facility use details can be found online at [www.peru.edu/residence life](http://www.peru.edu/residence%20life).

Peru State National Alumni Association

All graduates of Peru State, as well as former students, faculty and staff who request it, are considered members of the Peru State National Alumni Association. Alumni gatherings occur throughout the United States with an active alumni chapter in Omaha (1955). Homecoming, the annual 50-year Class Reunion and other activities are presented in conjunction with the Peru State National Alumni Association. The National Alumni Association is operated under the auspices of the Peru State Foundation.

Peru State Online Program

Peru State 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 either an eight week or sixteen week academic period. Peru State's online learning platform, Blackboard, is user-friendly. To facilitate online success, an online student orientation is offered for new students. A list of programs and majors offered online may be found in the College catalog and on the College's website.

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.

MASTER OF SCIENCE PROGRAM INFORMATION

In compliance with Board of Trustees policy, this Catalog is intended as a description of the educational programs and activities offered by Peru State. 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 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 will 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.

Degrees

Peru State is authorized by law and the Board of Trustees of the Nebraska State Colleges to issue the Master of Science in Education, the Master of Science in Organizational Management, Bachelor of Arts, Bachelor of Science and the Bachelor of Applied Science. Minors and pre-professional curricula are also available. Information on graduate program requirements can be found in the Graduate Catalog.

General Program Information – Master of Science in Education

The School of Education, in conjunction with Graduate Programs, offers coursework leading to the Master of Science in Education (MSED) with a concentration in Curriculum and Instruction, coursework for non-degree seeking students, and coursework for teacher recertification candidates. The MSED is offered in two completely online formats. The first is a nineteen-month, Cohort format with no live meetings. The second format is the Regular 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.

General Program Information – Master of Science in Organizational Management

The School of Professional Studies, in conjunction with Graduate Programs, offers coursework leading to the Master of Science in Organizational Management (MSOM) degree with a concentration in Entrepreneurial and Economic Development, with the goals of developing student understanding of:

- a. theoretical and practical knowledge associated with innovation and organizational change in the public and private sectors;
- b. quantitative and qualitative research methodologies to conduct program evaluations and assist in evidence-based decision making for profit and non-profit organizations;
- c. entrepreneurship, economic development and the financing of projects;
- d. the role of technology in commerce and research; and
- e. negotiation and mediation as a mechanism to promote change in organizations and communities.

Student development is achieved by relevant coursework featuring a flexible and proposal-oriented curriculum which culminates in an action research project, internship, or thesis.

Program Goal	Course Anchor(s)
Understanding theoretical and practical knowledge associated with innovation and organizational change in the public and private sectors	MGMT 550 Organizational Development and Change MGMT 552 Management of Innovation and Growth
Understanding quantitative and qualitative research methodologies to conduct program evaluations and assist in evidence-based decision making for profit and non-profit organizations	MGMT 551 Program Evaluation MGMT 601 Student Design and Data Collection MGMT 602 Statistical Methods and Data Analysis
Understanding entrepreneurship, economic development and the financing of projects	MGMT 660 Theories of Entrepreneurship MGMT 661 New Venture Planning and Financing MGMT 663 Economic Development
Understanding the role of technology in commerce and research	MGMT 552 Management of Innovation and Growth MGMT 601 Study Design and Data Collection MGMT 602 Statistical Methods and Data Analysis MGMT 662 E-Commerce and Internet Communication
Understanding negotiation and mediation as a mechanism to promote change in organizations and communities	MGMT 550 Organizational Development and Change MGMT 553 Conflict Management and Mediation

Degree Requirements for Master of Science in Education – Curriculum and Instruction

The **Master of Science in Education – Curriculum and Instruction** is targeted to individuals who wish to further their knowledge and skills in the field of education. Students can complete the Master of Science in Education in our Cohort or Regular format. Both programs are offered entirely online.

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**.

Programs format completion:

Regular format

This flexible 36-credit-hour online program can be completed at a more leisurely pace by taking the core Curriculum and Instruction courses and selecting program electives that meet your needs and interests. Regular online students can begin taking courses any session offered. **Registration is completed by the student.**

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 in as little as 19 months. All courses are completed entirely online with no live meetings, combining eight-week and four-week courses.

* Exceptions for Cohort Students

Students participating in the cohort format, in lieu of the semester-based regular format, 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 Regular Course Format to Cohort Format

Students are generally not allowed to switch from the regular 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 per situation.

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.

Course	Course Number	Course Name	Credit Hours
EDUC	612	Technology and Mediated Instruction	3
EDUC	600	Sociology of Education	3
EDUC	601	Study Design and Data Collection	3
EDUC	602	Statistical Methods and Data Analysis	3
EDUC	605	Cognition and Learning	3
EDUC	621	Curriculum and Learning	3
EDUC	623	Assessment of Instruction (<i>Capstone Course</i>)	3

Elective Coursework/Certificate of Advanced Studies/Supplemental Endorsement

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 612-Technology and Mediated Instruction course offered each summer or by contacting the Graduate Programs Office.

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)
- 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

Supplemental Endorsement: English as a Second Language (PK-12)

The ESL Supplemental Endorsement will endorse an individual to teach English as a Second Language in the grade levels for which they are prepared. This endorsement must be added to a field or subject endorsement and is not eligible for certification without a field or subject endorsement. Graduate-level courses are intended for those who already hold a teaching license. No grade lower than "C" will satisfy minor requirements. This supplemental endorsement shall include 15 credit hours.

The following courses are required to earn this Supplemental Endorsement:

- EDUC 414/514 – ESL Practicum (corequisite EDUC 423/523) 1 credit hour
- EDUC 416/516 – Teaching Grammar to Non-native Speakers 3 credit hours
- EDUC 417/517 – Second Language Acquisition 3 credit hours
- EDUC 418/518 – Assessment & Evaluation of English Language Learners (ELL) 2 credit hours
(co/ prerequisite EDUC 417/517)
- EDUC 423/523 – Methods & Curriculum Design in the English as a Second Language Classroom (corequisite EDUC 414/514) 3 credit hours
- EDUC 438/538 – Professional Collaboration with Parents & Families 3 credit hours
(co/ prerequisite EDUC 417/517)

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 Teacher Education Admission and Retention 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).

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:

- complete 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 15-24 credit hours of graduate coursework (which must include successful completion of EDUC 612, 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.

- April 15 – for students who plan to graduate the following December,
- November 15 - 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.

Degree Requirements for Master of Science in Organizational Management – Entrepreneurial and Economic Development

The Master of Science in Organizational Management is designed to enable individuals to acquire training as change agents to facilitate growth in their organizations and communities. The concentration in Entrepreneurial and Economic Development directly supports business growth and economic development. The course structure allows students to explore their own business and community enhancement projects.

Accreditation

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 Organizational Management 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 Organizational Management recommendation forms. One form must be submitted by an immediate supervisor. *Recommendation forms from family members are not acceptable*
- professional resume.

Course Structure

Students in the Master of Science in Organizational Management (MSOM) program must complete all four concentration area courses at Peru State, and 50% of all remaining credit hour requirements at Peru State. Additionally, students must complete their project courses at Peru State College. As the MSOM is a shared degree with Wayne State and Chadron State, which are both members of the Nebraska State College System, students may take approved core area courses (up to three) at any of those colleges with permission from the Dean of Graduate Programs, subject to the aforementioned rules regarding minimum numbers of credit hours required at Peru State.

Total Hours

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

The Major Core in Organizational Management

18 Hours

All students are required to successfully complete the following coursework at Peru State.

Course	Course Number	Course Name	Credit Hours
MGMT	550	Organizational Development and Change	3
MGMT	551	Program Evaluation	3
MGMT	552	Management of Innovation and Growth	3
MGMT	553	Conflict Management and Mediation	3
MGMT	601	Study Design and Data Collection	3
MGMT	602	Statistical Methods and Data Analysis	3

Coursework in Entrepreneurial and Economic Development**12 hours**

Course	Course Number	Course Name	Credit Hours
MGMT	660	Theories of Entrepreneurship	3
MGMT	661	New Venture Planning and Financing	3
MGMT	662	E-Commerce and Internet Communication	3
MGMT	663	Economic Development	3

Application of Theory/Advanced Elective Courses**6 hours**

Course	Course Number	Course Name	Credit Hours
MGMT	695	Graduate Internship	1-6
MGMT	696	Thesis/Action Research Project I	3
MGMT	697	Thesis/Action Research Project II	3

Students with professional experience in the option area may complete an additional six hours of internship. Students interested in conducting research have the option of researching and writing a thesis (advanced research paper) or conducting an Action Research Project for an organization or community and documenting the results. Both efforts are intended to be scholarly works, well-written and grounded in theory. In either case the final paper should relate to the student's area of concentration and constitute the culminating experience in the Master of Science program.

Two primary goals for graduate programs at Peru State are flexibility and relevance. Consequently, other project concepts may be approved. Students may propose to write detailed case studies, develop unique courses or programs for other institutions or the community, research and write substantial grant proposals, etc.

Certificates of Advanced Studies

A cluster of courses that concentrate on specific knowledge and/or skills aligned to an area of specialization or industry certification Organizational Development. 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.

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

Certificate of Advanced Studies in Organizational Development

Courses cover advanced topics related to organizational change including interventions based on diagnosis of organizational issues, effective evaluation processes while developing a detailed evaluation plan and maximizing employee contributions to organizational success. There is an emphasis on training and skill development, career development, and organizational change and development. The following courses are required to earn this certificate.

MGMT 550 - Organizational Development and Change

3

hours Organizational development is considered as a multi-step process that may involve a wide variety of interventions. Interventions from those involving basic human processes to those requiring planning at the strategic level are considered in this course, with a particular emphasis on selecting appropriate interventions based on thoughtful diagnosis of organizational issues.

This course is offered very Fall Term I (even years) session.

MGMT 551 - Program Evaluation

3

hours

The purposes, procedures, and techniques of effective evaluation processes are considered, with an emphasis on informing those involved in organization change efforts. Students have the opportunity to prepare a detailed evaluation plan.

This course is offered every Fall Term II (even years) session.

MGMT 581 - Human Resources Development

3

hours

Human Resources Development (HRD) focuses on maximizing employees' contribution to individual and aspects of organizational success. HRD encompasses training and skill development, career development, and organizational development and change. This course will emphasize the development and functioning of employees as adult learners in productive work environments.

This course is offered every summer session.

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 for 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 statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Academic 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 Academic 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.

Master of Science in Education:

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.

Master of Science in Organizational Management

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 Organizational Management is MGMT 695 – Graduate Internship or MGMT 696 – Thesis/Action Research Project I and MGMT 697 – Thesis/Action Research Project II.

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 student 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.

Student Class Loads

Peru State students who are enrolled for twelve (12) credit hours or more during a semester are considered full-time students. However, the normal course load for a student who expects to complete a master's degree within six (6) semesters (2 years) is 6-9 hours, allowing the student half to partial-time. Class withdrawals subsequent to the drop/ add period are included in the credit hour load.

Veterans and other eligible persons attending Peru State under the benefits of U.S. Code, Title 38, as full-time students must be enrolled for at least 12 semester hours, or the equivalent.

Grade Appeal Policy

Students who disagree with the assignment of a final grade by an instructor may file an appeal under these 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;
- Constitutes a substantial departure from the instructor's standards as articulated in the course syllabus, catalog descriptions, and/or other written materials.
- Procedures

A student who wishes to appeal a grade decision must proceed as follows:

1. Informal Meeting
 - a. The student must attempt to resolve the matter directly with the instructor through a personal conference as soon as possible after the grade decision is known, but no later than the end of the first full week of the following regular academic term. If the student is unable to arrange a conference or is not satisfied with the instructor's explanation of the grade, the student may request in writing that the appropriate Academic Dean of the school which offered the course convene a conference with the student and instructor. If the instructor is unavailable or unwilling to confer with the student, the student may request a formal review by the appropriate Academic Dean.
2. Academic Dean Review
 - a. If the student and the instructor cannot reach a mutually satisfactory resolution to the problem, the student may file a formal appeal. The appeal must be presented in writing, together with relevant documents, to the appropriate Academic Dean no later than the 20th day of college instruction in the following academic term. The student must describe the appeal, identify which of the three (3) reasons the appeal is based on (See Grade Decision Review), detail the reasons the student believes the decision unfair, and document the student's attempts to resolve the appeal informally. For purposes of this section, fall semester and spring semester shall each constitute an academic term. The student shall send a copy of the appeal to the instructor. The instructor shall have ten (10) working days to respond after receipt of the appeal. If the instructor does not respond within that time frame, the Academic Dean will consider the appeal and documents formally submitted by the student.

- b. The Academic Dean shall review the appeal and all of the submitted documentation, interview persons relevant to the appeal when necessary, and render a written decision within ten (10) working days of receipt of the instructor’s response. A copy of the Academic Dean’s decision will be given to the instructor and the student. If the Academic Dean is also the instructor whose grade is the subject of the appeal, the Vice President for Academic Affairs shall select another Academic Dean to conduct the appeal process.
3. Faculty Senate Review
- a. The student or the instructor may appeal the Academic 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 Academic Dean’s decision, with copies to the instructor, the student, and the Academic Dean. The written appeal shall deal only with the part or parts of the Academic Dean’s decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when, by clear and convincing evidence, it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Academic Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Academic Dean. The decision of the Faculty Senate is the final decision of the College.

Grading System

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.”

Grading Scale

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

Graduation Honors

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 online through the student’s myPSC account in accordance with the following schedule:

- April 15 – for students who plan to graduate the following December,
- November 15 - for students who plan to graduate May or August of the following year.

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 the appropriate Academic 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 Academic Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not reenroll for additional classes at Peru State, all prior incomplete course work must be finished by the end of the subsequent semester. The incomplete grade automatically becomes an F if the student does not fulfill contract obligations in the allotted time, unless the appropriate Academic Dean approves an extension.

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

MyPSC Student Access

PSC students can access information through their MyPSC student portal.

Visit <https://mypsc.nebraska.edu/psp/mypsc/NBP/ENTP/?cmd=login&languageCd=ENG&> to gain

MyPSC access. From MyPSC, students will be able to:

- Add/drop courses
- Accept/decline financial aid
- Change contact information
- Check their academic requirements
- Check their "to do" list
- View their advisor(s)
- View their bill

How to log in to MyPSC:

1. Go to <http://www.peru.edu/>
2. Under the "Students" tab, select the MyPSC link
3. Enter your NUID and password

Prerequisites

Students who do not meet the prerequisites of a course as stated in the current catalog and who have not received permission to enroll from the appropriate Academic Dean may be administratively dropped from the course.

Students who are so identified after registering for a course will be notified within the drop/add period by the appropriate Academic Dean that they do not meet the prerequisites and should institute the procedures for dropping the course. Students who do not drop will be notified by the Academic Dean of the School that they are being withdrawn. The Academic Dean will notify the Student Records Office to have the student withdrawn.

Repeat Courses

Students are encouraged to repeat courses in which they have performed poorly. The initial course title and grade are not removed from the student's permanent record. The higher grade is used to determine the new grade point average. There may also be occasions when students repeat a course for review on an audit basis without a change of grade. Tuition and fees are paid for repeated courses, but additional credit hours are not earned.

Student Email

Students are required to access their college-issued email regularly. Faculty and staff members of the College will only utilize this email address when emailing student information.

USERNAME: Student's first name, period, student's last name, and the first five (5) digits of their NUID number (ex: John.Doe12345)

PASSWORD: Student's entire, eight (8) digit NUID (ex 12345678 or 00123456)

Suspension

(See Academic Probation and Suspension)

Transcripts

Transcripts are not issued to students who have financial obligations to the College or holds on their academic records. Transcript requests are made through the College website at www.peru.edu/studentrecords/transcript.

Waiver

(See Academic Appeal.)

REGISTRATION AND WITHDRAWAL POLICIES

Administrative Withdrawal -No Show

Students are considered “no shows” if they do not attend, log in to, and complete a scheduled assignment and/or have an instructional interaction in a 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.

Administrative Withdrawal — Past Due Balance

Payment must be made in full for the semester’s charges by the due date established by the Business Office. Enrollments will be cancelled if the balance has not been paid. Please be advised should the enrollment be cancelled, students will not be allowed to attend classes until their past due balance is paid in full. A student may appeal in writing to the Business Office for approval to pay fees after the due date in order to avoid an administrative withdrawal. The appeal should include the reasons for late payment and the plan to make progress toward the degree.

Administrative Withdrawal/Drop — Prerequisites

Students who do not meet the prerequisites of a course as stated in the current catalog and who have not received permission to enroll from the appropriate Academic Dean may be administratively dropped from the course. Students who are so identified after registering for a course will be notified within the drop/add period by the appropriate Academic Dean that they do not meet the prerequisites and should institute the procedures for dropping the course. Students who do not drop will be notified by the appropriate Academic Dean that they are being withdrawn. The appropriate Academic Dean will notify the Student Records Office to have the student withdrawn.

Administrative Withdrawal — Probation Students

Students who are on academic probation and fail to meet the requirements of the Academic Probation Contract may be subject to administrative withdrawal.

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. Tuition and fee refunds are granted for a reduction in semester credit hours through the final dates to drop/add courses as indicated in the catalog.

A change in registration is processed through [myPSC](#) or you may contact the Student Records Office for assistance. Athletes must notify their head coaches of their intent to drop a class.

Registration

Priority registration is available for fall and spring registration based on the student's credit hours take prior to the current term. Dates are published in the Academic Calendar. Any student may register for the summer term on the first date registration is available.

Prior to registration, students should consult [myPSC](#) for information about holds. Class schedules and ultimately progress toward the student's educational goals are the student's responsibility. Students should be familiar with their degree requirements and course rotation schedules (available on the College's website).

Register using [myPSC](#) as quickly as possible before courses fill. Students can change their schedule using [myPSC](#) later without conferring with their advisor. However, if contemplating a significant change, students will want to visit with the Office of Graduate Programs before making a final decision. **Some schedule changes can impact financial aid and/or the ability to complete a degree in a timely manner.**

MSED Cohort Registration

Will be completed by the Office of Graduate Programs.

Withdrawal from College

Students who have registered and then wish to withdraw from all courses after the semester start date must officially withdraw to zero credits. A student may do so by initiating his or her withdrawal with Office of Graduate Programs. Emails requesting withdrawal from college must originate from a College email account and must include the last date of attendance or online course login. Failure to initiate the withdrawal process in a timely manner will result in "F" grades. 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.

Prior to one week past the mid-point of the term, withdrawal course grades will be "W." After one week past the mid-point of the term, the Vice President for Academic Affairs will determine if unusual or extenuating circumstances surround a withdrawal request and determine whether Withdrawal (W) or Failing (F) grades for all coursework will be granted. Poor academic performance is not a sufficient reason to receive all "W's." Counseling services are available to help students make informed decisions.

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. Room and Board charges are prorated on a weekly basis. For more information see Room and Board Refunds.

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:

Regular 16 week semester

- First Week 100%
- Second through Eighth Week 50%
- After the Eighth Week 0%

Eight Week Session

- First Week 100%
- Second through Fourth Week 50%
- After Fourth Week 0%

Withdrawal from a Course

Students may drop a semester-long course during the first week of the term and receive a credit for tuition and fees associated with the course. Students who wish to withdraw from a course after the add/drop week must notify their advisor and course instructors and officially withdraw through [myPSC](#). Athletes must notify their head coaches of their intent to withdraw before withdrawing or dropping a course. International students must check with the PDSO before withdrawing or dropping 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.

Online courses will be available the weekend before the start date for those registered. Contact the Office of Graduate Programs for questions about course content and sample syllabi.

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.

COURSE DESCRIPTIONS

MASTER OF SCIENCE IN EDUCATION

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 612 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 514 Assessment and Evaluation of English Language Learners Practicum

1 hour

Prerequisite: Graduate Status

The course consists of a 45 contact hour practicum that will reflect upon cultural practices, nurture and mentor cultural diversity. It will identify and reflect upon ways to support and accommodate all learners, practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum, assess his/her strengths and weaknesses in the birth through Grade 12 setting and formulate ways to remediate potential problems, reflect on the practicum experience in a written reflective journal, observe, plan, and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a birth through grade 12 setting, demonstrate collaboration skills necessary to be an effective member of a team, adhere to state and federal legislation along with professional and ethical code.

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 516 Teaching Grammar to Non-Native Speakers**3 hours**

Prerequisites: Graduate Status

Teaching Grammar to Non-Native Speakers explores English grammar and the key difficulty areas for non-native speakers. This course focuses on the rules of the English language, error correction, and teaching techniques for K-12 students. It examines ways to prepare our English Language Learners to be academically successful in reading, writing, listening, and speaking with practical and theoretical knowledge about English and teaching.

EDUC 517 Second Language Acquisition**3 hours**

Prerequisites: Graduate Status

Second Language Acquisition is the field of study examining how people learn second languages as children and as adults. After examining the history of the field, this course will consider social contexts in learning languages as well as psychological and educational considerations. This broad overview of second language acquisition will prepare future teachers to address linguistic, social, and psychological factors while working with English Language Learners (ELLs).

EDUC 518 Assessment and Evaluation of English Language Learners**2 hours**

Prerequisites: Graduate Status

This course emphasizes the awareness of the role of the teacher in assessment and evaluation of English Language Learners (ELL) and his/her impact on an ELL's learning via procedures and practices that utilize assessment results to inform instruction. A major focus of the course will be on intimately linking classroom instruction with the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess the content knowledge of English Language Learners. Key pre-service assessment knowledge and skills, as delineated by the Nebraska Department of Education, will also provide direction in terms of preparation of pre-service teacher candidates for both the Nebraska State Assessment System, as well as any additional federal government expectations concerning assessment and evaluation of English Language Learners.

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 523 Methods and Curriculum Design in the English as a Second Language Classroom**3 hours**

Prerequisite: Graduate Status

The course is designed to identify and explain linguistic, psycholinguistic and pedagogical theories about the teaching of listening, speaking, reading and writing skills in English as a second language (ESL). The course will focus on cultivating an awareness of English-language learners' cognitive, affective, and linguistic needs when selecting ESL methods and strategies for teaching. Application of the knowledge of language acquisition and language skill development to provide instruction that promotes acquisition of communicative language skills and literacy will be developed and practiced. Students will develop lesson plans that demonstrate appropriate use of language proficiency standards (ELPS), ESL pedagogy, and materials.

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 538 Professional Collaboration With Parents and Families**3 hours**

Prerequisite: Graduate Status

This course is designed to explore and develop skills needed for effective collaborative programs and practices to address diversity and social issues of special and at-risk populations. Course activities will build students' skills in developing, implementing, and evaluating collaborative programs across educational, family, and community contexts. Emphasis will be placed upon learning theories and techniques of establishing effective communication, conferencing skills, and collaborating with parents to foster a supportive educational environment for all students. Students will explore the changing nature and definition of the American family, and how culture influences the relationships of teachers, students, and parents, which can impact the overall educational experience for students.

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 600 Sociology of Education** **3 hours**
 Prerequisite: EDUC 612 and EDUC 601
 This course will involve an in-depth study of the environment of students and the relationship to the field of education. Emphasis will be placed on the educational institution's multiple social roles within the community, the social structures found within educational organizations and their implications for improving educational practice. This course requires a one-day practicum outside of the school setting where the degree-seeking candidate currently teaches.
- EDUC 601 Study Design and Data Collection** **3 hours**
 Prerequisite: Graduate Status
 This course focuses on understanding research methods and writing a research proposal. The development of appropriately phrased research questions and alternative methods of inquiry are considered, as are factors influencing validity and reliability. Although survey methods are considered in detail, qualitative approaches also receive attention.
- EDUC 602 Statistical Methods and Data Analysis** **3 hours**
 Prerequisite: Graduate Status
 This course offers training and understanding of common descriptive and inferential statistical techniques for conducting research and engaging in scholarly activities.
- EDUC 605 Cognition and Learning** **3 hours**
 Prerequisite: EDUC 600
 The starting point for any understanding of learning in the classroom is what we scientifically know about how the brain learns. This course will study brain organization as it applies to classroom learning. The focus of this course will be on the latest research on the executive functions of the brain. From recent brain research, principles of learning will be established and applied to classroom practice. The principles of learning will be developed around three fundamentals: climate for learning, instruction and student processing.
- EDUC 621 Curriculum Development** **3 hours**
 Prerequisite: EDUC 600
 This course is designed to examine the principles underlying the development of educational curriculum and the relationship to standards, instructional methodology, and assessment. Emphasis will be placed on the methods of determining priorities, objectives, scope and sequence, and organizational processes. The role of federal, state, and local governance will be examined.
- EDUC 623 Assessment of Instruction** **3 hours**
 Prerequisite: EDUC 600
 This course is designed to examine the principles underlying the development of appropriate assessment practices and methodology. Emphasis will be placed on the relationship between assessment, instruction, and student achievement. The roles of federal, state and local government, as well as diversity issues, will be examined. An understanding of how to improve student achievement and standardized test results will be scrutinized.
- EDUC 695 Graduate Internship** **3-6 hours**
 Prerequisite: Permission of the Dean of Graduate Programs
- EDUC 696 Thesis/Action Research Project I** **3 hours**
 Prerequisite: Permission of the Dean of Graduate Programs

EDUC 697 Thesis/Action Research Project II**3 hours**

Prerequisite: Permission of the Dean of Graduate Programs

SPED 500 Inclusionary Practices for Special Education**3 hours**

Prerequisite: Graduate Status

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

SPED 540 Behavior Management **3 hours**

Prerequisite: Graduate Status

This course will focus on basic principles of behavior modification as well as survey practical applications of this approach. Course content will include theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, interventions, positive behavioral support, and monitoring for change.

SPED 574 Special Education Laws and Practices**3 hours**

Prerequisite: Graduate Status

This course will provide an overview of the historical background of special education law as well as current issues and trends. Critical analysis of cases concerning practices in schools will also be part of the course. Court cases will also be researched to determine areas that may affect the school's special education decision making process.

MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT

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.

MGMT 550 Organizational Development and Change

3 hours

Prerequisite: Graduate Status

Organizational development is considered as a multi-step process that may involve a wide variety of interventions. Interventions from those involving basic human processes to those requiring planning at the strategic level are considered in this course, with a particular emphasis on selecting appropriate interventions based on thoughtful diagnosis of organizational lines.

MGMT 551 Program Evaluation

3 hours

Prerequisite: Graduate Status

The purposes, procedures, and techniques of effective evaluation processes are considered, with an emphasis on informing those involved in organization change efforts. Students have the opportunity to prepare a detailed evaluation plan.

MGMT 552 Management of Innovation and Growth

3 hours

Prerequisite: Graduate Status

Understanding innovation as a process and creating the conditions for this process to occur successfully within an organization are the main themes of this course. Common routes to organizational growth are also considered as is dealing with issues associated with rapid growth.

MGMT 553 Conflict Management and Mediation

3 hours

Prerequisite: Graduate Status

Conflict is inevitable, but it does not have to be debilitating for individuals and organizational/social systems. This course explores the theory and practice of dispute resolution using interest-based mediation and negotiation techniques. Students gain a broad understanding of mediation and negotiation strategies, learn skills that lead to greater success in managing conflict, and develop confidence in the mediate process as an effective means for resolving interpersonal, organizational, and community disputes.

MGMT 581 Human Resources Development

3 hours

Prerequisite: Graduate Status

Human Resources Development (HRD) focuses on maximizing employees' contributions to individual and aspects of organizational success. HRD encompasses training and skill development, career development, and organizational development and change. This course will emphasize the development and functioning of employees as adult learners in productive work environments. This course is an elective course and is not required for the degree. Students who successfully complete this course in addition to the degree requirements will receive a Certificate of Advanced Studies in Organizational Development in addition to the diploma.

MGMT 597 Directed Study in Management

1-4 hours

Prerequisite: Permission of the Dean of Graduate Programs

MGMT 598 Special Topics

1-3 hours

Prerequisite: Permission of the Dean of Graduate Programs

MGMT 599 Independent Study in Management

1-3 hours

Prerequisite: Permission of the Dean of Graduate Programs

MGMT 601 Study Design and Data Collection	3 hours
Prerequisite: Graduate Status	
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.	
MGMT 602 Statistical Methods and Data Analysis	3 hours
Prerequisite: Graduate Status	
A variety of statistical techniques frequently used in social science research are covered. Using statistical software, interpreting data, and drawing appropriate conclusions are emphasized.	
MGMT 660 Theories of Entrepreneurship	3 hours
Prerequisite: Graduate Status	
Individual and social perspectives regarding entrepreneurs and entrepreneurial activity are considered with an emphasis on understanding factors that facilitate entrepreneurship.	
MGMT 661 New Venture Planning and Financing	3 hours
Prerequisite: Graduate Status	
Various business planning and venture financing models are considered, as are resources available to facilitate these activities. Developing skills to evaluate the decisions made in these areas by others is emphasized.	
MGMT 662 E-Commerce and Internet Communication	3 hours
Prerequisite: Graduate Status	
E-commerce as a business model, particularly for new ventures, is considered. Sourcing support services and software for e-commerce and Internet marketing strategies are emphasized.	
MGMT 663 Economic Development	3 hours
Prerequisite: Graduate Status	
Economic development is considered from the perspective of a practical set of social policies, community strategies, and resources available at the local, state and federal level. Innovative regional and community approaches and planning for economic development are emphasized.	
MGMT 695 Graduate Internship	1-6 hours
Prerequisite: Permission of the Dean of Graduate Programs	
MGMT 696 Thesis/Action Research Project I	3 hours
Prerequisite: Permission of the Dean of Graduate Programs	
MGMT 697 Thesis/Action Research Project II	3 hours
Prerequisite: Permission of the Dean of Graduate Programs	

FACULTY LISTING

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

Felicity Balluch

Assistant Professor of Special Education (2016)
B.S., M.S., Ed.D., Kansas State University

Heidi Jo Bartlett

Instructor of Education (2017)
B.S., University of Wisconsin-Milwaukee
M.A., University of Central Florida

Gina Bittner

Associate Professor of Education (2006)
B.S., Nebraska Wesleyan University
M.A.Ed., University of Northern Colorado
Ph.D., Capella University

Anthony Citrin

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

Mary Goebel-Lundholm

Professor of Business (2006)
B.S., University of Nebraska – Lincoln
M.B.A., Wayne State College
Ph.D., University of Nebraska - Lincoln

Sheri Grotrian-Ryan

Professor of Business (2007)
B.S., Peru State College
M.B.A., Ph.D., University of Nebraska-Lincoln

Christy Hutchison

Professor of Business (2004)
B.S., University of Tampa
J.D., Stetson College of Law

Robert Ingram

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

Kelly Kingsley

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

Frank Lynott

Assistant Professor of HPER (2014)
B.A., Humboldt State University
M.Ed., University of Nebraska at Kearney
Ph.D., University of New Mexico

Kyle Ryan

Professor of Kinesiology (2009)
B.A., M.S., Humboldt State University
Ph.D., University of Northern Colorado

Darolyn Seay

Assistant Professor of Education (2008)
B.S., M.Ed., University of Central Oklahoma
Ed.D., Northcentral University

Spencer Vogt

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

Shana Walsh

Assistant Professor of HPER (2016)
B.A., Syracuse University
M.Ed., Delta State University
Ph.D., Baylor University

GRADUATE PROGRAMS PERSONNEL

Emily Volker

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

EXECUTIVE OFFICERS

Dan Hanson

President (2009)

B.A., Wartburg College

M.S., Mankato State University

Ph.D., Iowa State University

Tim Borchers

Vice President for Academic Affairs (2015)

B.A., University of Nebraska-Lincoln

M.A., Ph.D., Wayne State University-Detroit

Debbie White

Vice President for Administration and Finance (2018)

B.S., Kansas State University

M.B.A., Baker University

Jesse Dorman

Vice President for Student Affairs (2015)

B.A., Gannon University

M.A., Franciscan University

Ed.D., George Washington University

ACADEMIC DEANS

Greg Galardi

Dean of the School of Professional Studies (2004)

B.A., Bellevue College

M.S., Central Michigan University

M.B.A., D.B.A., Northcentral University

Ellie Kunkel

Dean of the School of Education (2015)

B.S., M.S., Central Missouri State University

Ed.D., Tennessee State University

Greg Seay

Dean of the Graduate Programs (2008)

B.A., M.A., Southern Nazarene University

M.B.A., University of Phoenix

Ed.D., Oklahoma State University

Paul Hinrichs

Dean of the School of Arts & Sciences (2017)

B.S., Concordia College

M.S., Ph.D., University of Nebraska-Lincoln

ACADEMIC DIRECTORS

Deann Bayne

Registrar (2016)

B.S., M.Ed., Chadron State College

Kristin Buscher

Director of Assessment (2016)

B.A., Colorado State University

M.B.A., University of Phoenix

Veronica Meier

Director of Library (2013)

A.A. Cloud County Community College

B.A., M.L.S., M.A., Emporia State University

APPENDIX A
Action Research Project

Action Research Project

(3-6 credit hours)

EDUC & MGMT 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/MGMT 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/Acceptance form required for the action research project (EDUC/MGMT 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/MGMT 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 & MGMT 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
Master of Science in Education

Conceptual Framework

Master of Science in Education

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

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- Cinnamond, J., & Zimpher, N. (1990). Reflectivity as a function of community. In R. Clift, W. Houston, & M. Pugach (Ed.) An analysis of issues and programs, 57-72. Teachers College Press.
- Coleman, D. (1998) Working with Emotional Intelligence. Bantam.
- Darling-Hammond, L. (2000, May/June) How teacher education matters. Journal of Teacher Education, 51 (3), 166-173.
- Delpit, L. (1995). Other people’s children: Cultural conflict in the classroom. New York Press.
- Ducharme, E. R. & Ducharme, M. K. (1999). Responding to Goodlad: The primacy of teacher education in SCDEs. Journal of Teacher Education, 50 (5), 358-362.
- Hirsch, E. D. (1987) Cultural Literacy. Houghton Mifflin.
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Peru State College (2000). Peru State College 2000-2002 Catalog. Peru, Nebraska: Peru State College.

Tom, A.R. (1999, Sept/Oct). Reinventing master's degree study for experienced teachers. *Journal of Teacher Education*, 50(4), 245-254.

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APPENDIX D
Course Rotation Schedules

Master of Science in Education Course Rotation Schedule

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

8 Week Online Core Courses Master of Science in Education only	Summer	Fall Term I	Fall Term II	Spring Term I	Spring Term II
EDUC 612 Technology and Mediated Instruction (3)	X*				
EDUC 600 Sociology of Education (3) <small>Prerequisite EDUC 612. Advisedly after you have completed 12-15 credit hours.</small>		X			
EDUC 601 Study Design and Data Collection (3)	X*				
EDUC 602 Statistical Methods and Data Analysis (3)	X				
EDUC 605 Cognition and Learning (3)					X
EDUC 621 Curriculum Development (3) <small>Prerequisite EDUC 612</small>			X		
EDUC 623 Assessment of Instruction (3) Capstone Course <small>Prerequisite EDUC 612 To be completed in the last spring semester of your program.</small>				X	
8 Week Online Courses – M.S. in Education / Recertification / Electives					
EDUC 505 Diversity in Education (3) Meets HR requirement	X				
EDUC 510 Current Issues in Education (3)	X			X	
EDUC 515 Technology Leadership(3)				X	
EDUC 520 Moving from Discipline to Self-Discipline					X
EDUC 530 Contemporary Instruction (3)			X		X
EDUC 533 Classroom Management and Leadership (3)	X	X			
EDUC 540 The Master Teacher (3)		X			X
EDUC 542 Supervision of Student Teachers (3)	X				
EDUC 552 Introduction to Multimedia Authoring (3)		X			
EDUC 553 Using the Internet (3)	X			X	
EDUC 556 Desktop Publishing for Teachers (3)			X		X
EDUC 569 Teachers as Collaborative Leaders (3)				X	
SPED 500 Inclusionary Practices (3)					X
SPED 540 Behavior Management (3)			X		
SPED 574 Special Education Law and Practices (3)	X				
3 Week Online In-service Course – meets Human Relations requirement					
INS 500 Diversity in Education (1)	X		X		X
16 Week Online Courses					
EDUC 695 Education Internship (1-6)	X	X		X	
EDUC 696 Thesis/Action Research Project I (3)	X	X		X	
EDUC 697 Thesis/Action Research Project II (3)	X	X		X	

Certificate of Advanced Studies – Classroom Behavior and Management (Not Endorsement) Hours

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

Certificate of Advanced Studies – Inclusionary Practices and Policies (Not Endorsement)

SPED 500 – Inclusionary Practices	3
SPED 540 – Behavior Management	3
SPED 574 – Special Education Law and Practices	3

Certificate of Advanced Studies – Instructional Mastery (Not Endorsement)

EDUC 530 - Contemporary Instruction	3
EDUC 540 – The Master Teacher	3
EDUC 569 – Teachers as Collaborative Leaders	3

Certificate of Advanced Studies – Instructional Technology (Not Endorsement)

EDUC 552 – Introduction to Multimedia Authoring	3
EDUC 553 – Using the Internet	3
EDUC 556 – Desktop Publishing for Teachers	3

**Master of Science in Organizational Management
Course Rotation Schedule**

8 Week Online Core Courses	Summer	Fall I	Fall II	Spring I	Spring II
MGMT 550 Organizational Development and Change		X even years			
MGMT 551 Program Evaluation			X even years		
MGMT 552 Management of Innovation and Growth				X odd years	
MGMT 553 Conflict Management and Mediation					X odd years
MGMT 601 Study Design and Data Analysis	X odd years				
MGMT 602 Statistical Methods and Data Analysis	X even years				
MGMT 695 Graduate Internship	X	X	X	X	X
MGMT 696 Thesis/Action Research Project I	X	X	X	X	X
MGMT 696 Thesis/Action Research Project II	X	X	X	X	X
8 Week Online Courses - Area of Concentration Courses					
MGMT 660 Theories of Entrepreneurship		X odd years			
MGMT 661 New Venture Planning and Financing			X odd years		
MGMT 662 E-Commerce and Internet Communication				X even years	
MGMT 663 Economic Development					X even years
Certificate of Advanced Studies Course*					
MGMT 581 Human Resources Development	X				

** Students who take MGMT 581 - Human Resources Development as an additional course, will also earn a Certificate of Advanced Studies in Organizational Development.*

APPENDIX E
Degree Candidates

Degree Candidates

Graduation Commencement Participation Information

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

May Graduation

Candidates for graduate degrees to be granted in May 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 November 15 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 November 15 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 November 15 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 April 15 of the same year.
- Individuals will wear the appropriate cap, gown and hood which must be ordered from the Peru State College campus bookstore. The student is responsible for ordering and purchasing graduation attire.
- Individuals will be recognized by walking onto the stage along with all other graduates.
- Only the diploma cover will be presented. The signed insert will be mailed upon confirmation of completion of degree requirements.
- The student's permanent academic record (transcript) and diploma will indicate a December date of graduation.
- Graduation fees are required to be paid even if a candidate does not participate in a commencement ceremony.
- This will be the only commencement participation by the student (excluding the possibility of an additional degree at some future date).

APPENDIX 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/MGMT 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/MGMT 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
Portfolio Evaluation Rubric

**Master of Science in Education
Portfolio Evaluation Rubric**

	Outstanding (5 pts)	Acceptable (4 pts)	Evolving (3 pts)	Unacceptable (2 pts)
Portfolio Welcome (1, 10%) NBPTS.3.5 PERU-G.1.1.4	Introduction is detailed and well written; purpose for portfolio is clearly identified; welcome is innovative and dynamic and includes an appropriate visual to represent the candidate as a teacher educator.	Introduction is well written; purpose for portfolio is referenced; page positively promotes the candidate and includes a visual to represent the candidate as a teacher educator.	Introduction is brief and vague; page weakly represents the candidate as a teacher educator.	Introduction not provided for the portfolio.
Autobiography (2, 20%) NBPTS-1.4 NBPTS.3.5	Autobiography is detailed and provides comprehensive background; program goals described in detail; no errors in spelling and grammar; 200 word minimum met.	Autobiography provides a solid overview of the individual's background; programs goals identified; few errors in spelling and grammar; 200 word minimum met.	Autobiography provides information on the individual's background; however, goals not clearly identified; some errors in spelling and grammar; 200 word minimum met.	Autobiography is vague and/or very brief; goals not clearly identified; some errors in spelling and grammar; 200 word minimum not met.
Resume/Vita (1, 10%) PERU-G.1.1.4	Resume is formatted to highlight strengths. Resume provides a detailed description of skills, experiences, and accomplishments. Good techniques such as action words are used. Perfect use of grammar, punctuation, and spelling.	Resume is professionally formatted. Resume provides a clear description of skills, experiences, and accomplishments.	Resume is not formatted well. Resume includes basic elements such as personal contact information, education, and experience but does little to represent individual beyond these basic areas.	Resume is extremely weak and does little to provide information related to professional experiences.
Educational Philosophy (2, 20%) NBPTS-1.1 NBPTS-1.2 NBPTS-2.2 NBPTS-2.3 NBPTS-4.2 PERU-G-1.1.1 PERU-G-1.1.2 PERU-G.1.1.3 PERU-G.3.1.1 PERU-G.3.1.3	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.
Program Artifacts (4, 40%) 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	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.	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.	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.	One or more program artifacts are provided; however, some sections are incomplete and/or do not demonstrate reflective practice.

APPENDIX H
Recommendation Form

Our Recommendation form is available on our website:
www.peru.edu/graduate found under 'Forms & Documents'.

APPENDIX I
Recommended Course Rotation Schedule
Master of Science in Education

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

Semester	Term	Course	Term	Course
Summer *		EDUC 612 Technology & Mediated Instruction		EDUC 601 Study Design & Data Collection
Fall	I	Any 500-level elective	II	Any 500-level elective
Spring	I	Any 500-level elective	II	Any 500-level elective
Summer		EDUC 602 Statistical Methods & Data Analysis		Any 500-level elective
Fall	I	EDUC 600 Sociology of Education	II	EDUC 621 Curriculum Development
Spring	I	EDUC 623 Assessment of Instruction (Capstone)	II	EDUC 605 Cognition & Learning

Certificate of Advanced Studies - Classroom Behavior and Management

Semester	Term	Course	Term	Course
Summer *		EDUC 612 Technology & Mediated Instruction		EDUC 601 Study Design & Data Collection
Fall	I	EDUC 533 Classroom Management & Leadership	II	SPED 540 Behavior Management
Spring	I	EDUC 510 Current Issues in Education	II	EDUC 520 Moving from Discipline to Self-Discipline**
Summer		EDUC 602 Statistical Methods & Data Analysis		EDUC 505 Diversity in Education **
Fall	I	EDUC 600 Sociology of Education	II	EDUC 621 Curriculum Development
Spring	I	EDUC 623 Assessment of Instruction (Capstone)	II	EDUC 605 Cognition & Learning

Certificate of Advanced Studies - Inclusionary Practices and Policies

Semester	Term	Course	Term	Course
Summer *		EDUC 612 Technology & Mediated Instruction		EDUC 601 Study Design & Data Collection
Fall	I	EDUC 540 The Master Teacher**	II	SPED 540 Behavior Management
Spring	I	EDUC 510 Current Issues in Education**	II	SPED 500 Inclusionary Practices
Summer		EDUC 602 Statistical Methods & Data Analysis		SPED 574 Special Education Law & Practices
Fall	I	EDUC 600 Sociology of Education	II	EDUC 621 Curriculum Development
Spring	I	EDUC 623 Assessment of Instruction (Capstone)	II	EDUC 605 Cognition & Learning

Certificate of Advanced Studies - Instructional Mastery

Semester	Term	Course	Term	Course
Summer *		EDUC 612 Technology & Mediated Instruction		EDUC 601 Study Design & Data Collection
Fall	I	EDUC 540 The Mater Teacher	II	EDUC 530 Contemporary Instruction
Spring	I	EDUC 533 Classroom Management & Leadership**	II	EDUC 569 Teachers as Collaborative Leaders
Summer		EDUC 602 Statistical Methods & Data Analysis		EDUC 505 Diversity in Education **
Fall	I	EDUC 600 Sociology of Education	II	EDUC 621 Curriculum Development
Spring	I	EDUC 623 Assessment of Instruction (Capstone)	II	EDUC 605 Cognition & Learning

Certificate of Advanced Studies - Instructional Technology

Semester	Term	Course	Term	Course
Summer *		EDUC 612 Technology & Mediated Instruction		EDUC 601 Study Design & Data Collection
Fall	I	EDUC 552 Introduction to Multimedia Authoring	II	EDUC 533 Classroom Management & Leadership**
Spring	I	EDUC 553 Using the Internet	II	EDUC 556 Desktop Publishing for Teachers
Summer		EDUC 602 Statistical Methods & Data Analysis		EDUC 505 Diversity in Education **
Fall	I	EDUC 600 Sociology of Education	II	EDUC 621 Curriculum Development
Spring	I	EDUC 623 Assessment of Instruction (Capstone)	II	EDUC 605 Cognition & Learning

APPENDIX J
Student Timeline for Completing Coursework

Student Timeline
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 612 – 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)
Successful completion of EDUC 612 – Technology and Mediated Instruction, EDUC 600 – Sociology of Education, and EDUC 601 – Study Design and Data Collection.
Overall graduate coursework GPA with Peru State College must be 3.0 or higher.
Sufficient progress on LiveText portfolio (60% minimum).

Checkpoint #3

Submit Application for Graduation and application fee (currently \$40.00) to Graduate Programs Office, Peru State College, P.O. Box 10, Peru, NE 68421.
Deadlines are:
November 15 – for students planning to graduate the following May or August
April 15 – 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.

Student Timeline
Master of Science in Organizational Management 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 resume to the Graduate Admissions Office.
Apply for Financial Aid if you will require such assistance.

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:

November 15 – for students planning to graduate the following May or August

April 15 – for students planning to graduate the following December

Complete all required coursework.

Complete Exit Survey.

APPENDIX K
Thesis

Thesis
(3-6 Credit Hours)

EDUC & MGMT 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/MGMT 601 - Study Design and Data Collection and/or EDUC/MGMT 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.
 - Final Thesis is archived in the Graduate Programs Office.
 - 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."
 - 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 & MGMT 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 Thesis must be completed and the grade submitted to the Student Records Office within the next academic term (not including summer session).**