

A Welcome from President Evans

Welcome to Peru State College! We are proud you have chosen to join the long and distinguished line of Bobcats who launched their dreams at Peru State. Congratulations on being part of the tradition that has made this institution great for more than 150 years.

As Nebraska's first college, we have a strong tradition of academic excellence in an engaging, student-centered environment that puts you first. Personal attention, hands-on coursework, and outstanding support are just a few of the hallmarks of a Peru State education.

We have a lot going on here. In recent years, more than \$85 million has been invested in our Campus of a Thousand Oaks to ensure you have access to beautiful, world-class facilities. And with more than 34 clubs, organizations, music ensembles, theatre productions, intramurals, and athletic teams, you will find a variety of ways to be actively involved in campus life.

We are committed to your success. I look forward to getting to know you and learning more about your dreams-and how we can help you achieve them.

Respectfully,

Michael Evans
President

Peru State College is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's non-discrimination 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, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act. Reports regarding discrimination or harassment may be directed to the following Compliance Coordinator. In addition, inquiries regarding non-discrimination policies and practices may be directed to the Compliance Coordinator: Ms. Eulanda Cade, Peru State College, Administration Building, Room 312, PO Box 10, 600 Hoyt Street, Peru, NE 68421-0010, 402-872-2230 ecade@peru.edu

This catalog contains official information for the 2022-2023 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 home page address is: <https://www.peru.edu/>

Graduate Programs phone numbers is:402-872-2314; 800-742-4412, opt. 4

Graduate Programs home page address is: <https://graduate.peru.edu/index.html>

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 southeast Nebraska, and the regional community through education, research, and public service programs.

Mission

Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska and the world.

Vision

Peru State College will be renowned for transforming student lives through personal and engaging educational experiences.

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.

Institutional Learning Outcomes

- **Discipline Mastery (Dispositions, Skills, Knowledge)**

As a result of a Peru State College experience, students will be able to:

- Apply knowledge and use the standards and practices of their major field of study in order to create new insights.
- Demonstrate expertise in their professional area through a cumulative discipline-specific experience.
- Reflect on their own learning process and outcomes to become lifelong learners.

- **Effective Communication**

As a result of a Peru State College experience, students will be able to:

- Express ideas through both professional and interpersonal communication to convey meaning and influence others.
- Effectively use vocabulary, grammar, and artistic expression in both written and verbal communication through multiple media and modes of communication.
- Demonstrate active listening when interacting with individuals, groups, and stakeholders.

- **Critical Literacies**

As a result of a Peru State College experience, students will be able to:

- Select, evaluate, and ethically use diverse and credible sources as they engage in critical problem solving.
- Implement strategies to manage personal affairs, time, wellness, and finances.
- Effectively use technology to advance their personal and professional goals.
- Analyze data and draw conclusions to make evidence-based decisions.

- **Interpersonal Relationships and Leadership**

As a result of a Peru State College experience, students will be able to:

- Engage and collaborate with others to achieve positive outcomes.
- Establish healthy and mutually-beneficial relationships with others.
- Develop leadership skills to guide and assist a group, organization, or community in meeting its goals.

- **Cultural Competency**

As a result of a Peru State College experience, students will be able to:

- Discover their own identity, beliefs, behaviors, values, and biases to better understand diversity.
- Develop a mindset for inclusive environments that embraces differences in others.
- Model respect by engaging in dignified and thoughtful conversations with diverse others.
- Articulate the benefits and impacts of interactions with diverse populations and cultural experiences.

General Admission Information

Applying for Graduate Programs Admission

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

Peru State 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 <https://www.peru.edu/apply>. All students seeking admission must complete the online Graduate Application for Admission. Peru State does not charge an application fee.

The Office of Admissions receives and processes all undergraduate and graduate applications and required documentation with the Office of Graduate Programs. 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 a conferred bachelor degree from an accredited institution with a GPA of at least 3.0; Former Nebraska State College System (Peru State, Chadron State, or Wayne State) College Students are not required to submit a transcript, as degree information is within our system.
- Two Peru State 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 under Current | Prospective Students.

- Professional resume.
- Teaching Certificate Copy (for M.S. Education program).

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 transcript and documents should be mailed or submitted electronically to Peru State College, Office of Graduate Programs, P.O. Box 10, Peru, NE 68421-0010

Documents received electronically 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.

Notice of Admission

Applicants will receive an email notification from the Office of Admissions that the online application has been received. Once processed, graduate students are granted conditional acceptance. At the appropriate registration date, students are allowed to register for courses for the semester admission has been granted. Submission of the required admissions documents must be submitted before the end of the first semester of attendance in order to continue registration for future semesters and reviewed for full admissions.

Applicants will receive an official acceptance letter when all documentation necessary for an admissions decision has been received by 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 judgment of the College, presents an unreasonable risk to the safety and welfare of the College and persons thereon.

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.

Application Submission

Submit an application at <https://www.peru.edu/apply/>. Create your own log in credentials to access the application. Complete, in all honesty, all information asked on the application to Peru State. The application may be started and saved to complete at a

later time by logging back in but must be submitted or else it will remain in incomplete status.

Applications are received the next business day after submission at which time the student's myPSC To- Do List is populated with required documentation needed for admission. It is highly encouraged students monitor their myPSC To-Do List and complete any outstanding items to progress their successful admission to Peru State.

Student ID Account

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 application for admission. You will use the same NUID for any campus (listed above) that you apply to.

You may recover your NUID number by going to <https://trueyou.nebraska.edu/> or by calling the Office of Admissions and answering identifying information. Your password may be reset by first following the "forgot password" prompts located on the myPSC log in page.

Applications are received the next business day 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.

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 the first class with Peru State; and
- (4) the credits have been approved by the appropriate Academic Dean.

Master of Science in Education Program

Credit that have been applied toward an earned degree from any college will not be accepted for a graduate degree at Peru State, except for courses that are a part of the Peru State Professional Education CORE, or their equivalent from other regionally

accredited institutions. A maximum of nine (9) graduate credits, subject to evaluation by the Academic Dean, may be transferred from another regionally accredited graduate institution and applied toward a degree.

Master of Science in Organizational Management Program

A maximum of nine (9) hours that have been applied toward an earned graduate degree can be applied toward the core courses in the MSOM degree, subject to evaluation and approval by the Academic Dean. A maximum of nine (9) graduate credits (fifteen [15] from the Nebraska University System or eighteen [18] from a Nebraska State College), subject to evaluation by the Academic Dean may be transferred from another regionally accredited graduate institution and applied toward a degree.

Credits taken at Peru State College prior to admission to the graduate program must fall within the seven-year time frame 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 nine (9) transfer credit hours may be applied toward the degree requirements.

Students must request permission from their Academic Dean 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, Current Students page and by requesting that an official transcript from the institution where credit was received be sent to the Graduate Programs Office.

The Academic Dean retains the right to request a student to provide course descriptions/syllabi for the courses being considered for transfer. We recommend all transfer credit requests be submitted during the initial admission phase and prior to the beginning of 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 their Academic Dean.

All post-graduate students with any break in attendance of more than 3 years will be required to reapply with the full application and update all required documents.

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 their program and defer taking courses for more than one semester, they 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.

Application Process:

Submit a completed Application for Admission. Peru State does not charge an application fee. If you have attended any post-secondary institutions since leaving Peru State, request to have official transcripts sent to the Office of Graduate Programs. For a transcript to be considered official, it must bear a school seal and be sent directly to the Office of Graduate Programs by the other institution.

International Students

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 **they are ineligible** for our program, concerning the online format. If an international student is eligible for our program, official transcripts must be translated by InCred or another member of NACES and received before the admissions application can be processed.

Receipt of application materials after listed deadlines may result in a delayed enrollment date.

Fall Semester - June 1	Spring Semester - November 1
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Provide evidence of English language proficiency. Students must provide proof of English language proficiency in one of the following ways:

- a. Official TOEFL (Test of English as a Foreign Language) score report showing a minimum score of 550 on the paper-based test with no section score lower than 56 points or 79 internet-based test with no section score lower than 22 points. Scores must be within the past two years to be official.
- b. Official IELTS score report showing a minimum score of 6.5 Scores must be within the past two years to be official.

- c. Duolingo. Minimum score of 100 is required. The test may be taken with any computer using a camera, audio, and dependable internet.
- d. Citizens of Canada, Australia, England, Ireland, New Zealand, Scotland, or Wales are exempt from this requirement.

Personal Enrichment or Recertification

Students not pursuing a graduate degree program may take courses with Peru State after completion of the online Graduate Non-Degree Seeking/Personal Enrichment application, www.peru.edu/apply. Previous academic transcripts and other 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.

Certificate of Advanced Studies (not endorsements)

- Submit a completed online Graduate Certificate of Advanced Studies application for admission, stating the Certificate of Advanced Studies (9 credit hours) of interest.

Personal Enrichment

- Submit a completed online Graduate Non-Degree Seeking/Personal Enrichment application for admission.

Teacher Recertification

- Submit a completed online Teacher Recertification (Graduate) application for admission.

Supplemental Endorsement - Non-Degree Seeking

- Submit a completed online Graduate Non-Degree Seeking/Personal Enrichment application for admission.
- Submit valid Teaching Certificate

Nebraska State College System Joint Enrollment

The Nebraska State College System offers an opportunity for students enrolled at either Chadron State, Peru State or Wayne State College to enroll in courses with one of the other State Colleges. Complete the Joint Enrollment Application. The "home" institution will notify the "host" institution of the student's good standing and the "host" institution will enroll the student in the course(s) indicated on the Joint Enrollment Application.

Expenses and Financial Aid

Tuition and Fees

Tuition is 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 <https://www.peru.edu/onestop/tuition.html> for the most current rates for tuition, fees, room and board. Additional expenses for books, supplies, travel, and personal items varies for each student.

Tuition (per credit hour):	
Online Rate	\$392
MSED Online Rate	\$370
Resident On-Campus Tuition	\$240
Non-Resident On-Campus Tuition	\$480
Professional Development	\$75

Tuition and fees, room, and board charges must be paid each term by the published payment deadline. Refer to the College website at <https://www.peru.edu/onestop/tuition.html> for billing and payment information. The due date for semester charges may also be found in myPSC > Student Accounts > Account Activity. Past due accounts not paid by the end of the fourth week of the term are subject to administrative withdrawal.

Aid Adjustments Due to Enrollment Changes/Ceasing to Attend

Aid (Student Loans) are based on enrollment and attendance. Dropping a course, repeating a course, withdrawing from part or 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 or agency.

Veterans Benefits and Transition Act

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Peru State College will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Peru State College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Peru State College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Peru State College will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Peru State College due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)"

Applying for Financial Aid

Financial aid is available to most students planning to attend Peru State. Financial aid consists of scholarships, grants, work- study, and loans. At Peru State, aid is awarded to students based on qualifications and/or financial need. To be awarded Title IV Federal Financial Aid, a student must apply for admission in a degree seeking program and complete a Free Application for Federal Student Aid (FAFSA) form. The FAFSA form determines a student's eligibility for the various aid programs. For more information on the financial aid application process, please visit the College's website at <https://www.peru.edu/financialaid/> Students can monitor their financial aid status and awards through their myPSC account.

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 as soon as possible after the FAFSA becomes available. It is recommended that students file their FAFSA by March 15th.

- **Federal Direct Loans Programs** - Loans included in this program consist of Subsidized and Unsubsidized Direct 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.

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 on 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 on 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 processes must include the following:

1. Satisfactory Academic Progress Appeal (Cumulative GPA and/ or Cumulative Pace)

- Satisfactory Academic Progress Appeal Form (www.peru.edu/financialaid/sap)
- 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.
- 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.

2. Satisfactory Academic Progress Appeal (Maximum Time Frame)

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 Peru State 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 Peru State College and you are a financial aid recipient, a portion of your financial aid may be required to be returned to the Department of Education (DOE). This is part of the DOE guidelines for the Return of Title IV Funds requirements. Financial Aid recipients unofficially withdrawing and recipients officially 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 withdraw after 60% of the payment period, you are considered to have earned 100% of your financial aid received.

Refunds of tuition, fees, and 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 States Department of Education. The refunded amounts will be returned in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct 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 Peru State College and Federal Refund policies apply to you. You may end up owing both Peru State College and the DOE if you officially or unofficially withdraw from Peru State College. If you end up owing money to the DOE, 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 Peru State, you may be eligible for Post Withdrawal of federal aid funds if they have not yet been applied to account as of the day you withdraw. 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 unofficially withdraws or officially withdraws from Peru State College prior to the 60% of the enrollment period, you may be responsible for returning funds to the DOE 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 Peru State College money that the College had 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. 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 Services during regular workweek hours. The counselors' 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, Skype, or Zoom. To contact the counselor for an appointment, students can call 402-872-2425.

Judicial Affairs

Judicial Affairs is an integral part of fostering student growth and development at Peru State. The Office of Student Life implements and manages the judicial affairs system which oversees non-academic student misconduct as stipulated by the Nebraska State College System Board Policies. The basic philosophy of the Peru State judicial system is educational and developmental in nature. Respect for the student, honest dialog, and an objective consideration of all evidence and testimony is critical to the process. The key to effective disciplinary counseling includes: assist the student in understanding the inappropriateness of his/her actions and the ways in which such actions negatively impact other individuals and/or the community; and to help the student identify and learn more effective methods of judgment and action in the future.

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

Administrative Withdrawal

Students will be administratively withdrawn from college if:

- The student account balance is not paid in full by the end of the fourth week of the term, or
- The student/parent is not currently paying on a payment plan, or
- The student has not completed the financial aid process in order to receive funds to cover their account balance.

Educational Community

Students, as 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. Each student is a member of a learning community that entails responsibility to enhance the learning of others.

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

Rights And Responsibilities In The Classroom

Freedom of Expression

As appropriate for the course content, 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 for themselves and other students. As members of a learning community, students have an obligation for contributing to the learning of others in the process of their own learning. Communication that threatens individuals, disrupts the learning process, and/or creates a harassing environment is not a right held pursuant to this right of expression. Disruptive behavior undermines the learning environment for others.

Faculty have the right to restrict classroom discussions and/or redirect comments that do not contribute to established course curriculum topics and learning outcomes.

Instructional and Grading Procedures

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 through the official course syllabus. Students may ask for an evaluation of their performance during the progress of a course.

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. In cases that the student has documented evidence to indicate the performance evaluation exhibited prejudice or bias and was based on factors other than student performance, the student may submit a grade appeal. 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 of Academic Affairs, changes in the grade based upon its findings.

Faculty-Student Consultation

As members of a learning community, students are encouraged to meet with faculty for clarification of assignments, unclear concepts, progress in course, career opportunities, methods of study, and other course and program matters.

Student Evaluation of Instruction

As members of a learning community, students have an important role in contributing to the appraisal of instruction, through providing insight into instructional effectiveness as perceived from their perspective. Faculty have an obligation to solicit student appraisal of the learning environment, combine student feedback with other evidence, and 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 Chair or Dean.

Each College should establish a standing procedure through which student evaluations can be expressed.

Rights and Responsibilities in Other Instructional Settings:

Freedom of Expression

The acquisition, understanding, and interpreting of knowledge can be facilitated by the study and consideration 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 formally recognized student group, in consultation with faculty advisors and/or College administrators, shall be allowed to invite and hear any person of its own choosing who does not substantially disrupt the operation of the College. 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 but should contribute to student learning.

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.

See **Board of Trustees Policy 3250 Student Rights and Responsibilities**

Student Government

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

Student Organizations

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. For additional policy information, see **Board of Trustees Policy 3300 - Student Organizations**

Family Educational Rights And Privacy Act

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 records, and to limit certain disclosures of information from records.

Right to Review 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 their 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 herein, 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:

- 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 their tasks.

- A school official has a legitimate educational interest if the official needs to review a record in order to fulfill the official's 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.
- 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.
- 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.
- To accrediting organizations to carry out their accrediting functions.
- To parents of a student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- 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.
- 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.
- 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.
- Directory information, as described below.
- 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 the student's directory information in the Student Information System.

Directory information consists of:

- Student's legal name and chosen name
- Address (local, permanent, and college-assigned electronic mail)
- Telephone numbers
- 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)
- Date of graduation
- 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 or Dean responsible for Student Affairs for further information regarding such matters.

For more information, see **Board of Trustees Policy 3650 Student Records**

Non-academic Policies

Conduct and Discipline

The Board and the Colleges are committed to creating and maintaining a productive educational community that fosters the personal, ethical and intellectual development of its students. Adherence to standards of conduct is essential to the educational process and to the safety and well-being of the College community.

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.

Due to the anticipated changes to Board Policy 3100 and 3200, which will occur after the print date, these policies can be found on our website at <https://student.peru.edu/studentlife/studenthandbook.html>.

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.

Each 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, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act. Inquiries regarding nondiscrimination policies and practices may be directed to the Compliance Coordinators assigned at each College and identified on each College website.

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/Sex Harassment Reporting, Policy & Procedure

The Board of Trustees of the Nebraska State Colleges prohibits discrimination on the basis of sex and 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 sexual harassment and sex discrimination.

A student alleged to have committed sexual harassment may 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 harassment.

Reports of sexual harassment are taken with the utmost seriousness. The Colleges are responsible for responding to reports or complaints of sexual harassment and attending to the needs of impacted students. Complainants and Respondents are both referred to appropriate resources and services to assist them and are treated equitably in receiving individualized supportive measures from the Colleges. Respondents are presumed to be not responsible for the alleged conduct and the College's investigation or response will be impartial and fair to all parties.

Any person may report sex discrimination, including sexual harassment, to the College. A person who alleges to be the victim of sexual harassment is the Complainant. A person who submits a report on behalf of another person is the Reporting Party. Reports can be made by mail, telephone, email, in person, or by any other means that results in the Title IX Coordinator receiving the person's written or verbal report. The names and contact information for the College's Title IX Coordinator is below:

Eulanda Cade, E-mail: ecade@peru.edu, Phone: 402-872-2230, Address: Administration, 312 PO Box 10 Peru, NE, 68421 <https://www.peru.edu/titleix/>

See Board of Trustees Policy 3020 Grievance Policy & Procedures For Sexual Harassment & Sex Discrimination.

Weapons/Explosives

Peru State College prohibits all persons who enter college property from carrying or possessing a handgun, firearm, explosives (including fireworks), prohibited weapons of any type or any item designed to cause injury or death regardless of whether the person is licensed to carry the weapon or not. Only certified law enforcement officials who have appropriate approval will be allowed to carry a weapon on campus property. Concealed weapons are not permitted at the college, in buildings, on the grounds, other Peru State property or at College activities.

Student and/or employees who possess a weapon on Peru State College property are in violation of this policy and may be subject to disciplinary actions up to and including termination of employment or expulsion. Any violator may also be reported to law enforcement officials to face the possibility of criminal prosecution.

Temporary Suspension

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.

Due Process

It is the policy of the Board to grant procedural due process to students accused of misconduct under the terms of Board Policy 3100. Regarding allegations of academic dishonesty; grade appeals; failure to pay a financial obligation; or academic performance and achievement, probation, and suspension each College will devise its own adjudication procedures. However, for allegations of misconduct identified in Policy 3100 that may result in disciplinary sanctions, the due process procedures outlined in Board Policy 3200 shall be followed. See **Board of Trustees Policy 3200 Due Process; Students**

Due to the anticipated changes to Board Policy 3100 and 3200, which will occur after the print date, these policies can be found on our website at <https://www.peru.edu/studentlife/studenthandbook.html> .

Student Complaint Procedures

Student Grievance Procedures:

Section 1. The grievance procedure set forth herein is designed to provide a method for a student to resolve a request or complaint with the College. Time lines should be adhered to unless modifications are agreed to by the parties to the grievance.

Section 2. A grievance is defined to be a request or complaint by a student not covered under faculty or staff grievance procedures. Issues involving academic dishonesty; grade appeals; failure to pay a financial obligation; or, academic performance and achievement, probation or suspension for which the College has established appeal procedures are not eligible for grievance under this policy. Issues of student misconduct for which appeal procedures are available pursuant to Board Policy 3200 are not eligible for the grievance procedure under this policy.

Section 3. In reducing a grievance to writing, it should include the exact nature of the grievance, the act(s) of commission or omission, the date(s) of the act(s), the identity of the grievant, the identity of the party(ies) alleged to have caused the grievance, provisions of any agreement, bylaws, rules, policies or practices that are alleged to have been violated, and the remedy that is sought.

Section 4. The grievant shall, at his/her expense, have the right to assistance by a person of his/her own choosing from the College community, or to legal counsel in any step of the grievance procedure.

Procedure

Step 1. The grievant shall first discuss the grievance with the appropriate College administrator, faculty or professional staff member or with the person at the first level in the chain of command within ten (10) working days of the occurrence giving rise to the grievance in an attempt to settle the grievance. The College administrator, faculty or professional staff member or the person at the first level in the chain of command shall then have ten (10) working days in which to respond and give a written answer to the grievant.

Step 2. A grievance not settled in Step 1 may be filed in writing with the appropriate person in the next level higher in the chain of command in accordance with Section 3 above to discuss and attempt to settle the grievance. If the grievance is with the school dean or department chair, the grievant shall discuss the matter with the Vice President responsible for Academic Affairs.

Step 3. A grievance which has not been settled in Steps 1 and 2 and which the grievant wishes to pursue shall be appealed to the Vice President responsible for Student Affairs within ten (10) working days of the receipt of the response given in Step 2. The appeal shall include the written grievance and all responses given in the first two steps.

The Vice President responsible for Student Affairs may conduct a conference with the grievant.

Within ten (10) working days of receipt of the grievance, the Vice President responsible for Student Affairs shall render his/her written decision. If such findings and recommendations are not submitted within that time or if the grievance is not satisfied, then the grievant may proceed to the next step within ten (10) working days.

Step 4. Should all prior steps fail to resolve the grievance, and the grievant wishes to pursue the grievance, the grievant may appeal to the President, within ten (10) working days of the receipt of the response in Step 3, by filing the grievance and all prior responses with the President.

Step 5. Should all prior steps fail to resolve the grievance, and the grievant wishes to pursue the grievance, the grievant may appeal to the Chancellor, within thirty (30) working days of the receipt of the response in Step 4, by filing the grievance and all prior responses with the Chancellor. The Chancellor will only consider whether basic procedural fairness was offered. The Chancellor may request additional information from the grievant and the College in order to render a decision. The Chancellor will issue a written decision within twenty (20) working days after receipt of the appeal.

Step 6. If the grievant is not satisfied with the decision made by the Chancellor, the grievant may seek relief under applicable State and Federal laws.

See Board of Trustees Policy 3210 Grievance Procedures - Students

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. <https://www.peru.edu/conferenceservices/> Community members are encouraged to purchase a membership to utilize the Fitness Center through the Business Office for an annual fee of \$25 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. <https://pscbobcats.com/sports/2012/9/5/fitness-center.aspx> .

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.

College Library

The Library, an award-winning building, is an excellent place for studying and socializing. Students have access to over 52,000 books, and over 3,000 DVDs. 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 58,000 magazines, journals, and newspapers and more than 500,000 eBooks that may be downloaded for offline

reading. All online resources are accessible from any location with the use of a student's Peru State College login. The Library also has a computer lab and laptops for students to use. A helpful staff and librarians 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 <https://www.peru.edu/conferenceservices/> .

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 a four week (MSED accelerated only), eight week or sixteen-week academic period. Peru State's online learning platform, Canvas, 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.

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 Bankruptcy

A student may remove up to two (2) complete semesters of work from their cumulative grade point average and degree considerations by petitioning for approval to the Office of the Vice President for Academic Affairs. To qualify, a student must have completed either fifteen (15) consecutive Peru State semester hours of credit with a minimum 3.0 term grade point average or thirty (30) consecutive hours with a minimum 2.5 term grade point average at Peru State following the semester(s) the student wishes to remove.

To declare a semester bankrupt, all courses taken during that semester are voided (both credit hours and grades). The bankrupt semester is removed from consideration for cumulative grade point average purposes, and the bankrupt credit is not used for degree requirements. The semester listing of courses and grades, however, remains on the academic transcript.

Academic Credit

(See How to Determine Credit)

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 database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know

about instances of cheating are expected to report such instances to the proper instructor or 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 "Full-Time Student Status.")

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.

Probation students 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 appropriate Academic Dean after one semester of academic suspension. The Dean will determine the conditions to be met for acceptance back into the program.

Application for Degree

Peru State has graduation dates: December, May, and August (end of summer). Upon beginning the next to last semester, a degree candidate must complete a degree application through the Student Records Office. Students are expected to have completed all degree requirements on or before the planned date of graduation.

- **December Graduates** - Students who expect to graduate in December should apply for graduation by April 15. December graduates may participate in the May commencement following the actual completion of the degree.
- **May Graduates** - Students who expect to graduate in May should apply for graduation by November 15 of the preceding year.
- **August Graduates** - Students who expect to graduate at the end of the summer should apply for graduation by November 15 of the preceding year. August graduates may participate in the May commencement prior to or following the actual degree completion.

Assessment

All Peru State students participate in outcomes assessment activities that determine whether specific learning outcomes 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 Instruction.

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 expected to attend classes regularly and to complete all assigned work. Attendance is a privilege and a responsibility represented not only by the student's investment, but also by a significant investment by the State of Nebraska.

When it is necessary for a student to miss class, he/she has the responsibility to notify their instructor in advance whenever possible. Faculty members have the prerogative of allowing students to make up and complete work missed during the absence.

Instructors have the right to base a portion of a student's grade on attendance. Instructors must present their grading practices and attendance policies to students in writing during the first week of the semester.

Whenever absences or other 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 appropriate Academic Dean of the School may be asked to participate in the decision. The grade will be a "W" if the course withdrawal is prior to the last date to withdraw with a "W." An "F" will be recorded after this date.

Called to Active Duty Policy

Peru State College recognizes and appreciates the important contributions made by students in service to our country. In support of these students, the College has developed procedures to provide each student with maximum flexibility in the event the student is called to active duty.

If a Peru State College military/veteran student is called to active duty while currently enrolled, the student must present a copy of the official orders to the Student Records Office. Students have three (3) options depending on the length of the activation: take a temporary leave of absence, withdraw completely, or take incompletes in their courses.

1. If the student is being temporarily activated for duty, including annual and/or monthly training, or mobilized:
 - a. The student may take a leave of absence from their course(s).
 - b. Student needs to inform professor of absence dates ahead of the absence.
 - c. Student will not be penalized for missed classroom time but is responsible to complete any coursework that was assigned during dates of absence.
2. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may withdraw from classes immediately.

- a. Peru State College will not hold the student accountable for tuition-related expenses for the term, session, or semester.
 - b. A "W" grade will be represented on the student's official transcript to show the reason for the withdrawal and withdrawal date.
3. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may request a grade of "Incomplete" for their course(s).
 - a. If the student has completed a substantial portion of the course and required coursework, the instructor may approve the student request for an "incomplete" in the course.
 - b. **I to F Policy:** Students called to active military duty will be exempt from the subsequent semester automated changes of I to F grades for the term of deployment and the year prior to deployment. Students may complete work upon their return from duty or may choose to maintain the "I" grade. Therefore, "I" grades for students called to active military duty will remain listed as "I" until a change of grade is submitted by the faculty member, or indefinitely, if so desired by the student. Tuition and mandatory fees would be assessed in full.
 - c. If arrangements are made with only some of the instructors for grades or incompletes, the registration for those courses would remain intact and tuition and mandatory fees would be assessed for those courses. Any courses for which arrangements cannot be made for grades or incompletes could be dropped and the tuition and mandatory fees for those courses would be refunded.

Students will be eligible for readmission to the College after completion of their active duty.

Certificates

A certificate or Certificate of Advanced Studies is a cluster of courses that develop specific knowledge and/or skills and supports an occupational outcome or industry certification. This credential does not in itself lead to a degree nor endorsement. A graduate certificate shall range from nine (9) to fifteen (15) credits.

Course Evaluations

At Peru State College, the mission and related instructional goals are taken seriously and our commitment to continuous improvement is genuine. Given this commitment, we have adopted the course evaluation process as one tool among many so you can play a direct role in helping the administration, faculty, and staff improve the educational experience. One of the College's goals is to prepare you to assume greater social and civic leadership roles. Providing feedback to a public organization is an excellent way to develop appropriate skills and the habit of effective citizenship. Consequently,

participating in the course evaluation process is mandatory. We have redesigned the process to make it as streamlined and as directly valuable as possible. Please be thoughtful and specific in your comments as we cannot use information that we do not understand. The process is conducted online, even for courses on campus. Course evaluations are completely anonymous. No one at the College can connect an individual's responses to a name. A summary of the evaluations is provided to the instructor, the Academic Dean, and the Vice President for Academic Affairs after the term is over and final grades have been posted.

Change of Major

A student who wants to change their major must complete the Change of Major form available in their myPSC account.

Students who elect to change their majors may have to follow the requirements in the College catalog current at the time of change, rather than the one in effect at the time they were admitted to the College to pursue a degree program. A change in major may also require additional courses and delay the student's graduation date.

Credit Limit

The maximum load without special permission per 8-week term is 9 credit hours; the appropriate Academic Dean may approve loads greater than 9 hours provided the student obtained a minimum 3.5 grade point average the previous semester.

Directed Study

A Directed Study may be taken when a student has been unable to meet a course requirement in the normal manner and can demonstrate a need to take the course via Directed Study to graduate. The student must meet with the instructor at least once each week and will be required to complete the same requirements as in the original course. No more than one (1) Directed Study may be taken each semester and no more than two (2) courses of Directed Study may be counted toward graduation requirements.

The following additional regulations apply to Directed Study:

1. Only two (2) courses of Directed Study (a maximum of eight [8] semester hours) may apply toward meeting graduation requirements. Exceptions may be approved by the Academic Dean of the School in which the student is majoring.
2. No more than one (1) Directed Study may be taken each semester.
3. If a student does not meet the eligibility requirements but can demonstrate a need to take a Directed Study, the appropriate Academic Dean will make the final decision on approval to register.

4. A Directed Study Form must be completed and submitted to the appropriate Academic Dean and the Student Records Office when registering for the class.

Double-Major/Second Degree (MSOM)

Graduate Double-Major

Upon admission to Peru State College a student will apply for only one (1) graduate degree. An additional focus area may be completed within the time frame of the desired degree. All prescribed requirements for the degree must be successfully completed.

Second Master's Degree

A student holding a master's degree may seek a second master's degree in **another degree area**.

A second master's requires:

- Admissions application
- Submission of official transcript
- Second Master's Degree approval form

No more than eighteen (18) course credits of approved coursework from the previous degree may be applied toward a second master's degree. A grade of B or higher must be earned and be no older than seven years by completion of a second degree at Peru State. Individuals will follow the academic requirements of the College Catalog in effect at the time of their readmission to pursue an additional degree.

Financial Aid

Financial aid is refunded in accordance with existing college and federal policies for each of the above situations. In addition to the above-mentioned College procedures, there are implications related to any financial aid you may have through the various federal programs. The rules on these are not necessarily within the control of this institution. Consultation with the One Stop office is advised as soon as it is convenient.

Full-time Student Status

Peru State graduate students who are enrolled for nine (9) 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."

The following grades are currently used at Peru State College:

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0
CR	Credit - does not affect grade point average; applicable to graduation hours
NC	No Credit - does not affect grade point average
I	Incomplete - Work must be completed within the next semester or the record will show an "F". Work is to be completed whether the student is in attendance or not. Students who have filed an application for graduation are not eligible to receive an Incomplete grade.
W	Withdrawal

CR and NR do not affect grade point average; CR is applicable to graduation hours.

Graduate Internship

Prerequisite: EDUC/MGMT 601 OR EDUC/MGMT 602 and Permission of the appropriate Academic Dean

A student may select to propose an internship that will allow their to apply the concepts from the graduate degree program. The internship will need to be arranged by the individual and approved by the appropriate Academic Dean, as evidenced by the completion of the internship documents. A minimum of 45 hours is completed for each (3-5) 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.

How to Determine Credit

Peru State credit is expressed as semester credit hours. One (1) credit hour is awarded to a student who satisfactorily completes:

- a. a course that meets one (1) hour per week for a semester, or
- b. a laboratory that meets for two (2) to three (3) hours per week for a semester, or
- c. any combination of these depending upon the type of instruction and material covered in the course.

Credit for internships, student teaching, and other instructional formats is determined using other appropriate standards.

Incomplete Coursework

To designate a student's work in a course as incomplete at the end of a term, instructor's will use the incomplete grade (I). Students may receive this grade, however, only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete a student must have completed a majority of the course's major requirements. This policy does not apply to students who will be graduating in the term in which the incomplete grade is given.

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 attend Peru State College; all incomplete work must be finished by the end of the subsequent semester, or earlier, by agreement. Unless the Dean approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an "F".

Independent Study

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed in consultation with a faculty member. Courses are numbered 599. To be eligible to take an Independent Study, a student must have completed sixty (60) semester hours (junior standing) and be capable of doing independent research, work, and study.

The following additional regulations apply to Independent Study courses:

1. No more than six (6) semester hours of Independent Study may be counted toward graduation requirements. Exceptions may be approved by the Academic Dean of the School in which the student is majoring.

2. No more than one (1) Independent Study (a maximum of three [3] hours) may be taken in a given semester.
3. The student must communicate with the instructor at least once each week.
4. An Independent Study Form must be completed and submitted to the appropriate Academic Dean and the Student Records Office when registering for the course.
5. A copy of the Independent Study final project should be submitted to the appropriate Academic Dean as well as the instructor for departmental archives.

myPSC Student Access

Peru State students can access information through their myPSC student portal.

- 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
- Withdraw from courses

How to log in to myPSC:

1. Go to <https://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. Financial Aid may be affected by repeating courses, so students should review their situation with the One Stop Office.

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)

Thesis/Action Research Projects I/II

Prerequisite: EDUC/MGMT 601 OR EDUC/MGMT 602 and Permission of the appropriate Academic Dean

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 appropriate Academic Dean grants approval of the project. The Faculty Mentor will oversee the research project and upon completion, recommend approval to the appropriate Academic Dean.

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

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 the first class with Peru State; and
- (4) the credits have been approved by the appropriate Academic Dean.

Master of Science in Education Program

Credit that have been applied toward an earned degree from any college will not be accepted for a graduate degree at Peru State, except for courses that are a part of the Peru State Professional Education CORE, or their equivalent from other regionally accredited institutions. A maximum of nine (9) graduate credits, subject to evaluation by the Academic Dean, may be transferred from another regionally accredited graduate institution and applied toward a degree.

Master of Science in Organizational Management Program

A maximum of nine (9) hours that have been applied toward an earned graduate degree can be applied toward the core courses in the MSOM degree, subject to evaluation and approval by the Academic Dean. A maximum of nine (9) graduate credits (fifteen [15] from the Nebraska University System or eighteen [18] from a Nebraska State College), subject to evaluation by the Academic Dean may be transferred from another regionally accredited graduate institution and applied toward a degree.

Credits taken at Peru State College prior to admission to the graduate program must fall within the seven-year time frame 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 nine (9) transfer credit hours may be applied toward the degree requirements.

Students must request permission from their Academic Dean 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, Current Students page and by requesting that an official transcript from the institution where credit was received be sent to the Graduate Programs Office.

The Academic Dean retains the right to request a student to provide course descriptions/syllabi for the courses being considered for transfer. We recommend all transfer credit requests be submitted during the initial admission phase and prior to the beginning of the program of study.

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 <https://www.peru.edu/transcripts/index.html> .

Undergraduate Enrollment in a Graduate Course

An undergraduate senior enrolled at Peru State who is within their last two semesters of completing requirements for the baccalaureate degree may enroll in a graduate level course, if they meet the other requirements for graduate admissions determined by the appropriate School Dean. The student is limited to fifteen (15) total hours for the term and a maximum of six (6) graduate hours earned prior to completing their baccalaureate degree. Notification of approval from the student's School Dean and Academic Dean for the graduate class(es) must be submitted to the Student Records Office, by submitting the Graduate Course Request form.

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 canceled if the balance has not been paid. Please be advised should the enrollment be canceled, 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 class.

Full-time Student Status

Peru State graduate students who are enrolled for nine (9) 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, two (2) years is six (6) 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 nine (9) semester hours, or the equivalent.

Registration

Priority registration is available for fall and spring registration based on the student's credit hours taken 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 must meet with their advisor and they must address any holds, such as unpaid balances. 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) prior to meeting with their advisor.

During the advising appointment, students should finalize their list of courses for next semester, including one or two alternate choices. For off-campus students, advising can be handled by phone appointment or email. Register using myPSC as quickly as possible before courses fill. Students can change their schedule using myPSC later without conferring with their advisor again. However, if contemplating a significant change, students will want to visit with their advisor 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 Accelerated Registration - Will be completed by the Office of Graduate Programs and students notified.

Registration Limits

The maximum load without special permission per 8-week term is six (6) hours; the Academic Dean of the School in which the student is majoring may approve loads greater than six (6) credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

Summer Session Credit Limit

The maximum load for the summer session without special permission is nine (9) hours; the Academic Dean of the School in which the student is majoring may approve loads greater than nine (9) credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

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 through myPSC. 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 waivers not included in the R2T4 calculation. Room and Board charges are prorated on a weekly basis. For more information, see Room and Board Refunds.

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 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 the withdrawal deadline, 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 each School for questions about course content and sample syllabi.

After the Add/Drop and Withdrawal deadlines noted in the Academic Calendar, course withdrawals can only be accomplished through an appeal to the Vice President for

Academic Affairs. A form is available for this appeal on the Student Records website. Appeals will be granted only if unusual or extenuating circumstances exist. Poor academic performance or lack of knowledge of withdrawal deadlines are not sufficient reasons to receive a late withdrawal. Late withdrawals must be requested before 5 p.m. on the last day of the course and cannot be granted after a grade has been assigned.

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 Director of Business Services.

MSED Conceptual Framework

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Master Degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Conceptual Framework: Creating Exemplary Educators - Teacher Leaders

Peru State College offers a Master of Science in Education degree with a major in Curriculum and Instruction. It is our belief that graduate offerings should encourage students to function at the highest levels of cognitive reasoning. Since all entering graduate students must possess not only an undergraduate degree and teaching credentials, it is assumed that basic professional skills have been mastered. In the majority of instances, our graduate students are currently teaching and have multiple years of successful teaching experience.

When our graduate program was established in the mid-1980s, it was designed to serve teachers working in rural areas. Access to graduate programs for teachers employed in our economically deprived and remote area was severely restricted. Surveys of practicing teachers indicated a need for technological skills, ability to analyze education environments, curriculum development, ability to be consumers of and contributors to research, an understanding of current issues and human relation skills that could be implemented in their classrooms. These components served as the basis for the original graduate program in pedagogy. In the mid-1990s the growing emphasis of technology in the classroom and 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; Cinnamon & 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.

Instructional Efficacy

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

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

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

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

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

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

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

Reflective Skills and Collaborative Practices

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).

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.

Teacher Leadership and Professional Development. . . 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).

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 businesses 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.

Supporting Research

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Graduate Degree Programs

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 Accelerated or Regular format. Both formats 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 for Admissions.
- Official transcript of a conferred bachelor's degree from an accredited institution with a GPA of at least 3.0.
 - Former Nebraska State College System (Chadron State, Peru State, and Wayne State) College Students are not required to submit a transcript.
- Two (2) recommendation forms. One form to be submitted by an immediate supervisor or principal.
Recommendation forms from family members are not acceptable.
- Copy of current teaching certificate; and
- Professional resume.

Programs format completion:

Total Hours

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

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.**

Accelerated Format

Students enrolled in this format complete their work in an accelerated course layout which allows for camaraderie with other members of the group 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 Accelerated Students**

Students participating in the accelerated format are required to complete the coursework as designated within the respective group and in the order of the course sequence provided. Students can transfer up to six (6) approved graduate credit hours to fulfill six (6) elective hours in the program.

****Switching from Regular Course Format to Accelerated Format**

Students are generally not allowed to switch from the regular format to the accelerated format due to space limitations and quality control issues for each group. Students may petition the Dean of Graduate Programs to be allowed to join an accelerated group already in progress, and requests will be reviewed per situation.

The Major Core in Curriculum and Instruction: 21 Hours

- EDUC 600 - Sociology of Education **3 Hours**
- EDUC 601 - Study Design & Data Collection **3 Hours**
- EDUC 602 - Statistical Methods & Data Analysis **3 Hours**
- EDUC 605 - Cognition and Learning **3 Hours**
- EDUC 612 - Technology and Mediated Instruction **3 Hours**
- EDUC 621 - Curriculum Development **3 Hours**
- EDUC 623 - Assessment of Instruction **3 Hours** (Capstone Course)

Elective Coursework/Certificate of Advanced Studies: 9 Hours

Students complete three (3) 500-level elective courses to fulfill the elective coursework requirement. Students may complete coursework to receive a Certificate of Advanced Studies in the following content areas: Classroom Behavior and Management (CBM), Instructional Mastery (IM), Inclusionary Practices, and Policies (IPP), or Instructional Technology (IT). See Certificate of Advanced Studies for detailed information.

Supplemental Endorsement in English as a Second Language: 15 Hours

Students may choose to achieve a supplemental endorsement in place of the required Elective Coursework and Advanced Elective Courses for a total of 15 credit hours. See Supplemental Endorsement - English as a Second Language (PK-12) for detailed information.

Application of Theory/Advanced Elective Courses: 6 Hours

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

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 | Registration to Peru State College

As noted under the Master of Science in Education - Curriculum & Instruction Admissions Requirements. With the following step of Academic Advising with our Graduate Programs Office.

CHECKPOINT #2: Admission to Graduate Candidacy

Between the completion of 12-15 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 Office of Graduate Programs, Peru State College, PO Box 10, Peru, NE 68421, graduateprograms@peru.edu.

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 the remaining coursework for approval by the Dean of Graduate Programs.
- submit the LiveText portfolio for candidacy approval (minimum completion of the portfolio must be 60%).
- The LiveText portfolio requirements will be maintained 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, completed through myPSC account by 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 the student's LiveText portfolio for graduation approval (minimum completion of the portfolio must be 80%).
- complete Exit Survey.
- The LiveText portfolio and Exit Survey requirements will be completed while the student is enrolled in EDUC 623 - Assessment of Instruction.

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

May graduation candidates may participate in the commencement ceremony in May of the same year. August graduation candidates may participate in the prior or following May commencement ceremony. December graduation candidates may participate in the following May commencement ceremony.

Master of Science in Organizational Management

The **Master of Science in Organizational Management** offers three different focus areas: **Entrepreneurial and Economic Development** to enhance your understanding of the organizational dynamics that drive creative businesses, organizations, and communities; **Healthcare Administration** to prepare future administrators with foundational principles of Healthcare and Business; and **Strategic Leadership and**

Communication to expand individuals' knowledge in leadership, communication, mentorship, and team design as they promote within their career.

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 for Admission to Peru State College.
- official transcript of a conferred bachelor's degree from an accredited institution with a GPA of at least 3.0.
 - Former Nebraska State College System (Chadron State, Peru State, and Wayne State) College Students are not required to submit a transcript.
 - **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 Transfer Credit Request form.**
- 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 Chadron State and Wayne 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**.

Students with professional experience may complete a six-credit hour of a graduate 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.

The Major Core in Organizational Management: 18 Hours

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

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

Coursework in Entrepreneurial and Economic Development: 12 Hours

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 focus area 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.

- MGMT 660 - Theories of Entrepreneurship **3 Hours**
- MGMT 661 - New Venture Planning and Financing **3 Hours**
- MGMT 662 - E-Commerce & Internet Communication **3 Hours**
- MGMT 663 - Economic Development **3 Hours**

Coursework in Healthcare Administration: 12 Hours

The addition of the focus in Healthcare Administration provides graduate education for students seeking a career, or advancement in a healthcare organization. Peru State

College's Healthcare Administration focus is unique in its emphasis on the development of the knowledge and skills necessary to succeed in various areas of the healthcare industry. The Healthcare Administration focus uses the same core as the existing MSOM degree providing a strong foundation for healthcare organizational management. The program is also designed to include courses that add to the tool kit of a healthcare administrator, such as understanding the complex and dynamic healthcare delivery systems, application of policies and laws in the workplace, financial and economic considerations, and the important aspects of informatics and use of data.

- MGMT 641 - Healthcare Economics and Finance **3 Hours**
- MGMT 642 - Healthcare Information Systems **3 Hours**
- MGMT 623 - Healthcare Law, Policy and Compliance **3 Hours**
- MGMT 630 - Healthcare Delivery Systems **3 Hours**

Coursework in Strategic Leadership and Communication: 12 Hours

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 focus area in Strategic Leadership and Communication supports the development of theoretical and practical problem-solving, culture building, analytical, and mentorship skills necessary for successful strategic leadership and communication within organizations. The course structure allows students to explore their own business and community enhancement projects.

- MGMT 631 - Executive Coaching and Mentoring **3 Hours**
- MGMT 634 - Strategic Communication in Leadership **3 Hours**
- MGMT 665 - Leadership Theory and Practice **3 Hours**
- MGMT 693 - Team Design and Performance **3 Hours**

Application of Theory/Advanced Elective Courses: 6 Hours

- MGMT 695 - Graduate Internship **3 to 6 Hours**
- MGMT 696 - Thesis/Action Research Project I **3 Hours**
- MGMT 697 - Thesis/Action Research Project II **3 Hours**

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. They may also be used toward the elective requirements of a graduate degree. These concentrations are not certified as endorsements. A grade of 'C' or better is required to fulfill the requirements. A certificate of advanced studies shall include a minimum of 9 credits.

Topics include:

Education

- Classroom Behavior and Management (CBM)
- Inclusionary Practices and Policies (IPP)
- Instructional Mastery (IM)
- Instructional Technology (IT)

Management

- Entrepreneurial and Economic Development (EED)
- Healthcare Administration (HCA)
- Strategic Leadership and Communication (SLC)

Please Note: Certificate of Advanced Studies are available to graduate-level students only.

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.

- EDUC 510 - Current Issues in Education **3 Hours**
- EDUC 533 - Classroom Management and Leadership **3 Hours**
- SPED 540 - Behavior Management **3 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.

- SPED 500 - Inclusionary Practices for Special Education **3 Hours**
- SPED 540 - Behavior Management **3 Hours**
- SPED 574 - Special Education Laws & Practices **3 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.

- EDUC 530 - Contemporary Instruction: Theory to Practice **3 Hours**
- EDUC 540 - The Master Teacher **3 Hours**
- EDUC 569 - Teachers as Collaborative Leaders **3 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.

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

Economic Development

The focus area in Economic Development directly supports business growth and economic development. The course structure allows students to explore their own business and community enhancement projects.

- MGMT 660 - Theories of Entrepreneurship **3 Hours**
- MGMT 661 - New Venture Planning and Financing **3 Hours**
- MGMT 662 - E-Commerce & Internet Communication **3 Hours**
- MGMT 663 - Economic Development **3 Hours**

Healthcare Administration

Healthcare Administration provides students seeking a career, or advancement in a healthcare organization. This certificate includes courses that add to the tool kit of a healthcare administrator, such as understanding the complex and dynamic healthcare delivery systems, application of policies and laws in the workplace, financial and economic considerations, and the important aspects of informatics and use of data.

- MGMT 623 - Healthcare Law, Policy and Compliance **3 Hours**
- MGMT 630 - Healthcare Delivery Systems **3 Hours**
- MGMT 641 - Healthcare Economics and Finance **3 Hours**
- MGMT 642 - Healthcare Information Systems **3 Hours**

Strategic Leadership and Communication

Strategic Leadership and Communication supports the development of theoretical and practical problem-solving, culture building, analytical, and mentorship skills necessary for successful strategic leadership and communication within organizations. The course structure allows students to explore their own business and community enhancement projects.

- MGMT 631 - Executive Coaching and Mentoring **3 Hours**
- MGMT 634 - Strategic Communication in Leadership **3 Hours**
- MGMT 665 - Leadership Theory and Practice **3 Hours**
- MGMT 693 - Team Design and Performance **3 Hours**

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

The English as a Second Language (ESL) Supplemental Endorsement will endorse Nebraska licensed individuals to teach ESL 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.

MSED with Supplemental Endorsement in English as a Second Language Course Rotation

Required Courses

The following courses are required to earn this Supplemental Endorsement:

- EDUC 514 - Assessment and Evaluation of English Language Learners Practicum **1 Hours** (co-requisite EDUC 523)
- EDUC 516 - Teaching Grammar to Non-Native Speakers **3 Hours**
- EDUC 517 - Second Language Acquisition **3 Hours**
- EDUC 518 - Assessment and Evaluation of English Language Learners **2 Hours** (ELL)(co-prerequisite EDUC 517)
- EDUC 523 - Methods and Curriculum Design in the English as a Second Language Classroom **3 Hours** (co-requisite EDUC 514)
- EDUC 538 - Professional Collaboration with Parents & Families **3 Hours** (co-prerequisite EDUC 517)

Course Descriptions

Education

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 514 - Assessment and Evaluation of English Language Learners Practicum

1 Hours

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 interlinked 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 & 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 601, EDUC 612

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.

EDUC 601 - Study Design & 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 & 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 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 Peru State College Graduate Conceptual Framework.

EDUC 621 - Curriculum Deveopment

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 to 6 Hours

Prerequisite: EDUC 601 or EDUC 602 and Permission of the Dean of Graduate

Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. A student may select to propose an internship that will allow him/her to apply the concepts from the graduate degree program. 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.

EDUC 696 - Thesis/Action Research Project I

3 Hours

Prerequisite: EDUC 601 or EDUC 602 and Permission of the Dean of Graduate Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. 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 *Thesis* involves formal research of a topic related to the student's field of interest. It can conform to experimental, descriptive, or historical approaches, and is presented in the most current standard APA (American Psychological Association) five-chapter configuration. Unlike an Action Research Project, the focus of the endeavor will not be the participant's own teaching situation.

EDUC 697 - Thesis/Action Research Project II

3 Hours

Prerequisite: EDUC 601 or EDUC 602 and Permission of the Dean of Graduate Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. See EDUC 696 - Thesis/Action Research Project I.

In-Service

INS 500 - Diversity in Education

1 Hours

This course is approved for the Human Relations requirement for certification. 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.

Special Education

SPED 500 - Inclusionary Practices for Special Education

3 Hours

Prerequisite: Graduate Status

This course will provide an overview of the disability conditions served under the legislation of IDEA. A review of the law and the eligibility requirements for each identified disability 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 & 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.

Management

MGMT 550 - Organizational Development & 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 a 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 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 & 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 623 - Healthcare Law, Policy and Compliance

3 Hours

This course covers the legal aspect of healthcare and regulatory requirements. The security of data and patient information will be reviewed including risks and privacy. External trends and regulations that affect healthcare systems will be discussed. This course may be taken for graduate credit by completing graduate-specific course requirements.

MGMT 630 - Healthcare Delivery Systems

3 Hours

This class gives an overview of the American and some foreign health care systems for comparison. It includes the study of the evolution and current state of health care services. Included in the overview of systems are insurance, healthcare organizations, health professionals, health policies, and healthcare financing topics. Current socioeconomic issues impacting health care delivery and services will be discussed. This course may be taken for graduate credit by completing graduate-specific course requirements.

MGMT 631 - Executive Coaching and Mentoring

3 Hours

This course examines theoretical and practical coaching and mentorship techniques necessary for leaders to build a strong organizational culture and support the learning, development, performance and motivations of individuals within their organization. Instruction will focus on the process, approaches, and benefits of coaching

and mentoring. Various models will be discussed and application of techniques will be focused upon in relation to adult learning theory.

MGMT 634 - Strategic Communication in Leadership

3 Hours

Students will learn how to communicate strategically, clearly, and persuasively across media in leadership roles. Students will learn about communication strategies and how to recognize stakeholder needs and effectively tailor communication to different audiences within and outside of the organization. Students will also learn how strategic communication impacts organizational culture, how to navigate crises and difficult conversations, and how to use data and information to effectively communicate.

MGMT 641 - Healthcare Economics and Finance

3 Hours

This course will enable learners to apply the tools of economics, finance, and strategy to address challenges faced by healthcare providers. Strategies for payers, manufacturers, and providers will be examined. Topics will include the role of economics, cost-effectiveness, market analysis, and financial projection. Case studies and current events will be integrated throughout to encourage discussions about healthcare economics and finance.

MGMT 642 - Healthcare Information Systems

3 Hours

This course will concentrate on the systems and data used in health care organizations. It is important that leaders understand the technologies policy; data and analytics; health informatics; people and processes; and systems management in the healthcare environment. Leaders in healthcare must ensure that privacy and security of information are achieved and maintained. The business objective of the organization must be maintained through the use of healthcare information systems. Current healthcare trends will influence the planning, selection, and implementation of those systems necessary to support those trends.

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 & 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 665 - Leadership Theory and Practice

3 Hours

This course offers a theoretical view and practical approach to studying leadership. Conceptual-based aspects will include introducing various leadership styles, tactics, and theories. For practical application, students will also have the opportunity to learn more about their own tendencies in leadership scenarios and/or experiences based upon case study work and leadership assessments.

MGMT 693 - Team Design and Performance

3 Hours

This course examines the design and performance of work and decisional teams including team composition, authority, communication, roles, support, and leadership. This course will prepare the student to be a successful team member and leader by exploring team evolution, self-management, and conflict resolution.

MGMT 695 - Graduate Internship

3 to 6 Hours

Prerequisite: MGMT 601 or MGMT 602 and Permission of the Dean of Graduate Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. A student may select to propose an internship that will allow him/her to apply the concepts from the graduate degree program. 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.

MGMT 696 - Thesis/Action Research Project I

3 Hours

Prerequisite: MGMT 601 or MGMT 602 and Permission of the Dean of Graduate Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. 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 *Thesis* involves formal research of a topic related to the student's field of interest. It can conform to experimental, descriptive, or historical approaches, and is presented in the most current standard APA (American Psychological Association) five-chapter configuration. Unlike an Action Research Project, the focus of the endeavor will not be the participant's own teaching situation.

MGMT 697 - Thesis/Action Research Project II

3 Hours

Prerequisite: MGMT 601 or MGMT 602 and Permission of the Dean of Graduate Programs

Course requirements can be found on the Graduate Programs Forms & Documents page. See MGMT 696 - Thesis/Action Research Project I.

Teaching Excellence Award

This annual award was established to recognize a faculty member who has demonstrated outstanding teaching abilities, provided enhanced learning opportunities for students, and is actively involved in and supportive of student engagement activities. Faculty members are nominated by their peers; nominations are reviewed by the Faculty Senate and a recommendation is forwarded to the Vice President for Academic Affairs. Upon approval by the President, the Teacher Excellence Award recipient is then nominated for a System-wide Teaching Excellence Award, which was established in memory of board member George Rebensdorf.

<u>Name</u>	<u>Award Year and Award</u>	<u>Title</u>
Carol Pappas	1992 System and Campus Award	Assistant Professor of Natural Science
Thomas Ediger	1994 Campus Award	Professor of Music
Larry Pappas	1995 Campus Award	Professor of Biology
Dan Cox	1996 System and Campus Award	Associate Professor of Psychology
Joel Lundak	1997 Campus Award	Associate Professor of Psychology
Bill Clemente	1998 Campus Award	Associate Professor of English
Thomas Ediger	1999 Campus Award	Professor of Music
Dan Holtz	2000 System and Campus Award	Professor of English
William Snyder	2001 Campus Award	Professor of Business
Sara Crook	2002 System and Campus Award	Associate Professor of Social Science
Ken Anderson	2003 Campus Award	Professor of Art
Richard Clopton	2004 Campus Award	Associate Professor of Biology
Judy Grotrian	2005 Campus Award	Associate Professor of Business

<u>Name</u>	<u>Award Year and Award</u>	<u>Title</u>
Bruce Batterson	2006 Campus Award	Associate Professor of Business
Judith Ruskamp	2007 Campus Award	Assistant Professor of Education
Jim Nevitt	2008 Campus Award	Associate Professor of Human Services
Michael Barger	2009 System and Campus Award	Associate Professor of Biology
Greg Galardi	2010 System and Campus Award	Associate Professor of Criminal Justice
Christy Hutchison	2011 System and Campus Award	Associate Professor of Business
Thomas Ediger	2012 Campus Award	Professor of Music
Sheri Grotrian-Ryan	2013 Campus Award	Associate Professor of Business
Kyle Ryan	2014 Campus Award	Associate Professor of Health, Physical Education and Recreation
Richard Clopton	2015 Campus Award	Professor of Biology
Kelly Asmussen	2016 Campus Award	Professor of Criminal Justice
Kristi Nies	2017 Campus Award	Assistant Professor of English
Dennis Welsh	2018 Campus Award	Professor of Chemistry
Matt Hill	2019 Campus Award	Assistant Professor of Music
Darolyn Seay	2020 Campus Award	Associate Professor of Education
Gul Ahmad	2021 System and Campus Award	Associate Professor of Biology
Robert Ingram	2022 System and Campus Award	Associate Professor of Education

<u>Name</u>	<u>Award Year and Award</u>	<u>Title</u>
Charles Hicks	2023 Campus Award	Associate Professor of English

Emeriti Faculty

Paul Kruse (1969-1994) Assistant Professor Emeritus of Library Science

Daryl Long (1967-2017) Professor Emeritus of Mathematics

Kelly Liewer (1968-1997) Registrar Emeritus

Bill Clemente (1992-2018) Professor Emeritus of English

David Pippert (1977-1999) Professor Emeritus of Natural Science

Judy Grotrian (1998-2019) Professor Emeritus of Business

Bill Snyder (1979-2011) Professor Emeritus of Business

Christy Hutchison (2004-2021) Professor Emeritus of Business

Ken Anderson (1984-2016) Professor Emeritus of Art

Jim Nevitt (1984-2022) Professor Emeritus of Psychology

Dan Holtz (1987-2016) Professor Emeritus of English

Sara Crook (2002-2022) Professor Emeritus of Political Science

Spencer Davis (1984-2017) Professor Emeritus of History

Faculty Listing

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

Heidi Jo Bartlett, Instructor of Education (2017)

B.S., University of Wisconsin - Milwaukee
M.A., University of Central Florida
Ph.D., University of Nebraska - Lincoln

Frank Lynott, Associate Professor of Health, Physical Education and Recreation (2014)

B.A., Humboldt State University
M.Ed., University of Nebraska at Kearney
Ph.D., University of New Mexico

Gina Bittner, Professor of Education (2006)

B.S., Nebraska Wesleyan University
M.A.Ed., University of Northern Colorado
Ph.D., Capella University

Rachel Rolf, Assistant Professor of Business Administration (2022)

B.S., Creighton University
J.D., University of Kansas School of Law

Anthony Citrin, Professor of Education (1986) **Judith Ruskamp**, Professor of Education (2002)

B.A., M.A., University of Kentucky
Ed.S., Central Michigan University
Ed.D., Western Michigan University

B.S., University of South Dakota
M.S.Ed., Peru State College
Ph.D., University of Nebraska - Lincoln

Helene Folske-Starlin, Assistant Professor of
Special Education (2018)

B.A., M.A.T., Saginaw University
Ph.D., Wayne State University

Kyle Ryan, Professor of Kinesiology (2009)

B.A., M.S., Humboldt State University
Ph.D., University of Northern Colorado

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

Darolyn Seay, Professor of Education (2008)

B.S., M.Ed., University of Central Oklahoma
Ed.D., Northcentral University

Sheri Grotrian, Professor of Business (2007)

B.S., Peru State College
M.B.A., Ph.D., University of Nebraska -
Lincoln

Sara Westerlin, Assistant Professor of Education (2018)

B.A., Dana College
M.S., University of Nebraska at Omaha
Ed.D., Northcentral University

Robert Ingram, Associate Professor of
Education (2015)

B.S., M.S., Ed.D., University of Nebraska at
Omaha

Jody Woodworth, Associate Professor of Business
(2019)

B.S., University of Nebraska Medical Center
M.A., University of Nebraska at Omaha
Ph.D., University of Nebraska - Lincoln

Kelly Kingsley, Associate Professor of
Education (2014)

B.A., Kearney State College
M.A., Doane College
Ed.D., University of Nebraska - Lincoln

Evi Wusk, Assistant Professor of Education (2023)

B.S., M.S., Peru State College
Ed.D., University of Nebraska - Lincoln

Graduate Programs Personnel

Emily Volker

Academic Advisor (2013)

A.A., Southeast Community College - Beatrice
B.A.S., Peru State College
M.S., Chadron State College

Executive Officers

Michael Evans

President (2021)

B.A., Bowdoin College
M.S., Ph.D., Indiana University

Jennifer Rieken

Vice President of Administration and Finance
(2022)

A.A., Iowa Western Community College
B.S., Bellevue University

Paul Hinrichs

Interim Vice President for Academic Affairs (2023)

B.S., Concordia College
M.S., Ph.D., University of Nebraska - Lincoln

Matthew Thielen

Associate Vice President for Student Affairs (2022)

B.A., Grandview University
M.S., Minnesota State University, Mankato

Jesse Dorman

Vice President for Enrollment Management (2015)

B.A., Gannon University
M.A., Franciscan University
Ed.D., George Washington University

Academic Deans

Greg Seay

Interim Dean of the School of Education (2023)

B.A., M.A., Southern Nazarene University
M.B.A., University of Phoenix
Ed.D., Oklahoma State University

Amber Mahan

Dean of the School of Professional Studies (2021)

B.A., Morehead State University
M.S., Nebraska Wesleyan University
Ph.D., Capella 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

Kevin Blobaum

Director of Distance Education (2019)

B.S., M.B.A., Northwest Missouri State University

Heather Rinne

Registrar (2020)

B.S., Wayne State College

Veronica Meier

Director of Library (2013)

A.A. Cloud County Community College

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

Vicky Jones

Director Assessment and Accreditation (2023)

B.A., M.S. Wayne State College

Ed.D. University of Nebraska - Lincoln