

# A Welcome from President Evans

Dear Students,

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 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. 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](mailto:ecade@peru.edu)

This catalog contains official information for the 2021-2022 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>

# **An Introduction to Peru State College**

- Peru State's History
- Mission
- Vision
- Values
- Institutional Learning Outcomes

## **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 Undergraduate Admission
- Notice of Admission
- Mid-Year Admissions
- Application Submission
- Student ID Account
- Admission Requirements Freshmen
- Transfer Students
- Transfer of Credit
- Readmission
- International Students
- Personal Enrichment or Recertification
- Nebraska State College System Joint Enrollment
- Dual Enrollment

## Applying for Undergraduate Admission

The Office of Admissions at Peru State welcomes inquiries and applications from all individuals who wish to pursue their educational and vocational 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 Admissions provides the following tips for students considering enrollment at Peru State:

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

The College recommends that entering freshmen have completed the following units of course work during their high school program of study: four (4) units of English; three (3) units of mathematics; three (3) units of laboratory science; three (3) units of social studies; additional courses in foreign language, fine and performing arts, and computer literacy.

The Office of Admissions receives and processes all undergraduate and graduate applications and required documentation. Correspondence concerning the admission process and requests for applications should be directed to the Office of Admissions.

High School seniors may submit their Application for Admission and official transcripts any time after the completion of the sixth semester of high school. It is recommended students apply during the first semester of their senior year. Applications for Fall open August 1 of the year preceding fall entry. Spring applications open June 1 of year preceding Spring entry.

All students attending the main campus are required to submit a Health and Counseling form and immunization records prior to registering for classes. Forms can be obtained in your myPSC account.

An official high school transcript documenting the date of graduation and final GPA from that high school must be submitted to Peru State prior to the start of the semester for which admission has been granted. Transfer students who are transferring 30 or more hours are not required to submit an official high school transcript.

Peru State College is an ACT/SAT test optional institution. Test scores are not required for admission but students are encouraged to take the ACT or SAT test and send official scores to the institution. Competitive tuition

scholarships will require official test scores for eligibility. Test scores should be sent to the Office of Admission directly from the testing agency or accompany official high school transcripts. The Peru State test codes are **ACT 2470, SAT 6468**.

All materials submitted as a part of the application process become the property of Peru State and will not be returned to the individual.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, PO Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to [admissions@peru.edu](mailto:admissions@peru.edu).

## **Notice of Admission**

Applicants will receive a letter and email notifying them of their admission status when all documentation necessary for an admission decision has been submitted to the Office of Admissions.

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

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

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

## **Mid-Year Admissions**

Students who complete high school at mid-year or high school graduates and all other accepted applicants who would like to begin their college education mid-year may enter Peru State at the beginning of the spring semester. Transfer students will find the transition to Peru State at mid-year minimally disruptive to their educational plans.

## **Application Submission**

Submit an application at [www.peru.edu/apply](http://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 be assigned a Nebraska Unique Identity (NUID) number. This eight (8) digit number will be provided to you through TrueYou (Identity Management System) following the completion of the application for admission. You will receive an email with your NUID and instruction on claiming your NUID credentials. 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.

## Admission Requirements Freshmen

Freshmen are students who have not previously attended college or who have attended college while still in high school. Freshman applicants who have graduated from an accredited high school will be admitted to Peru State.

For students with a non-traditional or home school education, the College accepts the successful completion of the General Education Development (GED) test, or a composite score of 18 on the ACT or 870 on the SAT (excluding writing score) in lieu of a formal high school diploma.

### Application Process:

1. Submit a completed Application for Admission. Peru State does not charge an application fee.
2. Request to have your high school records office mail an official transcript to the Office of Admissions. For non-traditional or home school education, submit in-progress transcript.

**-or-**

Request to have an official copy of GED scores (proof of high school graduation) sent directly from the testing center to the Office of Admissions.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, PO Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to [admissions@peru.edu](mailto:admissions@peru.edu).

3. Peru State College is an ACT/SAT test optional institution. Test scores are not required for admission but students are encouraged to take the ACT or SAT test and send official scores to the institution. Competitive tuition scholarships will require official test



scores for eligibility. Have the results of your American College Test (ACT) or Scholastic Aptitude Test (SAT) sent to the Peru State Office of Admissions. This can be done by indicating Peru State when you take the test or by contacting the appropriate testing agency. Peru State's testing codes are ACT - 2470 and SAT - 6468.

4. Submit health form and immunization records
  - a. Complete and submit the Peru State College Health and Counseling Form
  - b. Submit a copy of your immunization records showing proof of two MMR vaccinations

## Transfer Students

Transfer students are those that have enrolled in at least one college course during the academic year following high school graduation. Transfer students not on current academic or disciplinary suspension from their previous institution are eligible for admission to Peru State.

Transfer students interested in attending Peru State should submit their completed application materials to the Office of Admissions.

### Application Process:

1. Submit a completed Application for Admission. Peru State does not charge an application fee.
2. **Applicants who wish to transfer credit from another college or university** need to have the institution send an official copy of the complete transcript to the Office of Admissions. Official transcripts must come in a sealed envelope direct from the school or through a secure transcript service. Students who have attended more than one U.S. institution must submit transcripts for all institutions from which they wish to receive transfer credits. Students **must** submit their last transcript regardless of whether they intend to submit additional transcripts for transfer credit. The transcript should show work attempted and completed for all terms attended up to that point. The student must also request that the institution send an official copy of the final transcript after the current term is completed.

Official transcripts and documents should be mailed to Peru State College, Office of Admissions 600 Hoyt Street, PO Box 10, Peru, NE 68421-0010

Documents received through Parchment, National Student Clearinghouse, DocuShare, or a third-party secure sender will be accepted as official. Electronic documents should be sent to [admissions@peru.edu](mailto:admissions@peru.edu).

3. Students who have not completed 30 transferable hours must also submit official copies of their high school transcripts.
4. Submit health form and immunization records
  - a. Complete and submit the Peru State College Health and Counseling Form
  - b. Submit a copy of your immunization records showing proof of two MMR vaccinations

When deemed appropriate, the Director of Admissions may admit a transfer student with less than a 2.0 cumulative GPA. Students with less than a 2.0 will be admitted on a probationary basis. In addition to the Application for Admission, applicants for probationary admission must:

- complete a probationary contract found in "to do" list/checklist in myPSC account.
- take no more than 13 semester hours in the first term of attendance.

Transfer student applicants with less than a 2.0 transfer GPA who do not agree to these conditions will be denied admission.

If admitted on probation the student must complete at least six hours and earn a semester GPA of 2.0 or better to continue attendance. Transfer students admitted on probation will be suspended if, after the first semester at Peru State, their GPA is less than a 2.0.

## **Transfer of Credit**

After the student has been fully admitted, the College completes an official evaluation to identify the applicability of previous work to the student's expressed major and degree program.

A maximum of 90 semester credit hours from an accredited four-year college or university and extra-institutional sources may be applied toward the minimum 120 semester hours required for a Bachelor's degree. Of these 90 semester hours, a maximum of 66 semester credit hours may be from a community/ vocational/ technical college or other extra-institutional sources. To be considered for possible transfer, courses must have been completed with a grade of "C-" or higher. Credit for a course in which the student earned a grade

of "C-" will be accepted. Developmental or transitional courses (non-college level) will not be accepted.

An Associate of Arts (AA) or Associate of Science (AS) degree completed at an accredited postsecondary institution that includes a minimum of 30 semester hours of general studies coursework or its equivalent will fulfill all requirements of a general studies program established at a Nebraska State College. Note that while the general studies requirements will be fully met with completion of the Associates degree, only those courses carrying grades as established above will be applied to the credit hour requirements of the baccalaureate degree.

All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.

Students who have been suspended from another college will not be considered for admission until the period of suspension at their previous institution has expired and the facts of the dismissal are provided. Students who discontinue their attendance at Peru State and then attend another college or university before seeking readmission are classified as transfer students.

Transfer students who have completed technical Associate's Degrees or equivalent will be eligible for the Bachelor of Applied Science degree completion program. See the School of Professional Studies section of this catalog for more detail.

## **Readmission**

Readmission is for students who have previously attended Peru State but have interrupted their enrollment. All undergraduate students who previously attended Peru State and withdrew or discontinued their studies for two semesters or more (summer term excluded) and all post-graduate students seeking an additional academic program must apply to the Office of Admissions for readmission. Students who discontinue attendance at Peru State 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 from Peru State will not be considered for readmission for one full semester, not including summer term. A new application for admission is not required unless a student has enrolled elsewhere between enrollments at Peru State. Please refer to the Academic Probation and Suspension portion of the Catalog.

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

#### 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 Admissions. For a transcript to be considered official, it must bear a school seal and be sent directly to the Office of Admissions by the other institution.

#### **Students Seeking an Endorsement or Certification (online or hybrid)**

##### Application Process:

1. Submit a completed Application for Admission. Peru State does not charge an application fee.
2. Provide Supporting Documentation
  - a. Student Seeking Initial Teaching Certificate
    - i. Request to have official transcripts for all post-secondary institutions attended sent to the Office of Admissions (transcripts submitted by the student are not official and will not be used for admission or official evaluation of credit.) The transcript should show work attempted and completed for all terms attended up to current enrollment. A final transcript will be required for any transcript showing in-progress work.
  - b. Student Seeking Endorsement
    - i. Request to have official transcript from post-secondary institution in which bachelor's degree was/will be earned.

- ii. Submit copy of teaching certificate.
- 3. Submit health form and immunization records
  - a. Complete and submit the Peru State College Health and Counseling Form
  - b. Submit a copy of your immunization records showing proof of two MMR vaccinations

## International Students

International students at Peru State make an important contribution to the campus environment by bringing a global perspective to the classroom and cultural diversity to the social and cultural life of the College. International students planning to enroll in courses on campus are strongly encouraged to apply before the deadlines (listed below) to allow time to complete application requirements.

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

<b>Fall Semester - June 1</b>	<b>Spring Semester - November 1</b>
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Application Process:

1. Submit a completed Application for Admission. Peru State does not charge an application fee.
2. Declare your intended major on the Application for Admission.
3. Submit official transcripts of all academic work. These include:
  - a. Secondary school records. Send a complete, year-by-year, official record of all schooling beyond the ninth year of education, including any certificates or diplomas earned. An English translation is required in addition to the originals and must be completed by a credible transcript translation organization.
  - b. College or university records (if applicable). Send a complete, year-by-year, official record of academic performance for all post-secondary schooling including any certificates or diplomas earned. An English translation is required in addition to the originals and must be completed by a credible transcript translation organization.

Note that for admission to Peru State, average marks during schooling and on final examinations must be a minimum 2.0 grade point average in the Peru State grading system. In the Peru State grading system, A is 4.0, B is 3.0, C is 2.0, D is 1.0, and F is 0.0.

International students may need to send their transcripts to an international credentials evaluation service for evaluation. If this is necessary, the item will be requested through the student's myPSC To Do List. The cost will depend upon the type and complexity of the evaluation and is the responsibility of the student. Evaluation services accepted by Peru State include InCred (preferred method) and any member of NACES. Beginning Fall 2021 all international athletes will need to have their documents reviewed by InCred.

4. 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.
5. The College recommends but does not require submitting American College Test (ACT) or Scholastic Assessment Test (SAT) score to the Office of Admissions. The test scores will not be used in determining admissions to the College, but may be used for awarding scholarships and/or advising purposes.
6. Complete the Peru State Health and Counseling Information Form. This information is not used to evaluate an applicant for admission to College. The completed form is part of your confidential medical history which is used should medical treatment become necessary.  
**Proof of medical immunizations is required for admission.**

7. Complete the Peru State Statement of Financial Support. This form is available through myPSC. Students must submit a completed form along with documentation from a financial institution showing the availability of financial support for the dollar amount indicated on the form for the first year at Peru State.

Upon admission to Peru State, the student will be sent a Form I-20 45 days prior to the start of the term. The prospective student then takes the I-20 and other supporting academic and financial documents to the nearest United States embassy or consulate to apply for an F-1 (student) visa.

International students will be invited to set up an account with EShip Global to ship their admissions materials and I-20 once admitted to the College.

## Personal Enrichment or Recertification

Students not pursuing a degree program may take courses at Peru State after completion of an application. Courses may be taken on campus or online and may be earned prior to high school graduation or to supplement degree completion at another institution. Previous academic transcripts and standardized test scores are not required. **Students taking courses as non-degree seeking students cannot receive financial aid.**

Application Process:

Submit a completed Application for Admission. Peru State does not charge an application fee.

- Course enrollment requiring prerequisite may require additional information, such as a transcript.

## 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.

## Dual Enrollment

The Dual Enrollment Program is a partnership between Peru State and participating high school districts. Peru State's Dual Enrollment programs are intended to meet the needs of academically advanced and motivated high school students by providing access to college level courses. The program is divided into two components: traditional and online. Traditional courses are taught in the high schools by teachers with qualifications meeting the requirements of the College's academic departments. The online component allows high school students to participate in Peru State's courses offered via Internet by the College's faculty members. Students in the classes will typically meet all of the following requirements:

1. Be juniors or seniors;
2. Be chosen carefully and recommended by the high school academic staff;
3. Meet the prerequisites of the courses;
4. Have a cumulative grade point average of "B" or its equivalent or better; or rank in the top half of their high school class; or earn an ACT composite score of at least twenty (20) or an equivalent score on another valid assessment.

Application Process:

Complete the Application for Admission. Peru State does not charge an application fee. Parent authorization and counselor approval documents are required.

## Expenses and Financial Aid

- Tuition and Fees
- Aid Adjustments Due to Enrollment Changes/Ceasing to Attend
- Veterans Benefits and Transition Act
- Applying for Financial Aid
- Federal and State Financial Aid
- Requirements for Financial Aid
- Satisfactory Academic Progress Standards for Financial Aid
- Room and Board
- Room and Board Refunds
- Federal Title IV Funds Refund Policy and Procedures
- Post Withdrawals/Disbursements
- Notification of Repayment



## Tuition and Fees

Tuition, fees, room, and board expenses are proposed by Peru State College and approved by the Board of Trustees of the Nebraska State College System. We reserve the right to change tuition, fees, and other charges at any time. Refer to the College website at [www.peru.edu/businessoffice](http://www.peru.edu/businessoffice) 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):	
Undergraduate Resident	\$192.00
Undergraduate Non-resident	\$192.00
Undergraduate Online	\$309.00
Dual Enrollment Program	\$60.00
Professional Development	\$75.00

Student Fees	
College Support Fee (per credit hour)	\$69.85
Student Activity Fee (per credit hour)	\$7.00
Health Fee (per credit hour)	\$6.25
Lab Fee (course specific)	Varies
Room Reservation Processing	\$50.00
Late Housing Cancellation	\$150-500
Private Music Lessons (per credit hour)	\$150.00

System Fees	
New Student Orientation Fee	\$125.00
International Student Fee	\$150.00
Housing Application Fee	\$50.00
Late Payment Fee	2% of Balance Due up to \$100.00
Replacement Id Card	\$25.00
Returned Check Charge	\$30.00
Reinstatement Fee	\$100.00
Improper Checkout Fee	up to \$150.00
Transcript	\$5.00
Parking Tickets	Varies

Room & Board- Semester Rates		
Delzell Hall/Morgan Hall	Private Room	\$3,255.00
	Semi-Private Room	\$2,554.00

Room & Board- Semester Rates		
Nicholas/Pate	Private Room w/kitchen	\$3,308.00
	Semi-Private Room w/kitchen	\$2,606.00
Centennial/Clayburn/Mathews/Davidson/Palmer	Private Room	\$3,255.00
	Semi-Private Room	\$2,554.00

75 Meal Block (Commuters Only)	\$639.00
130 Meal Block + \$100.00 (Nicholas, Pate, & Commuters only)	\$1,317.00
210 Meal Block + \$125.00	\$1,996.00
265 Meal Block + \$150.00	\$2,357.00
Unlimited Meal + \$50.00	\$2,455.00

Tuition and fees, room, and board charges must be paid each term by the published payment deadline. Refer to the College website at [www.peru.edu/businessoffice](http://www.peru.edu/businessoffice) for billing and payment information. The due date for semester charges may also be found in myPSC > Student Accounts > Account Activity. 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 (Grants, Loans, Work Study, Scholarships) 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.

- **Pell Grants** - The results of the Free Application for Federal Student Aid - (FAFSA) determine Pell Grant eligibility.
- **Supplemental Educational Opportunity Grant** - These grants are awarded to students with exceptional financial need. The student must also be Pell eligible.
- **Federal Work-study** - Work-study is a need-based program. The intent of work-study is to allow a student an opportunity to earn funds to help with college expenses and to reduce a student's loan debt. A student can work a maximum of 20 hours per week.
- **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.
- **State Grant Programs** - The recipient must show substantial need and be a Nebraska resident. This award must be approved by state officials before it can disburse to the student's account.

## **The Teacher Education Assistance for College and Higher Education (TEACH) Grant program -**

This program provides grants for students who agree to serve as full-time teachers in a high-need field for four years of public or public school that services students from low-income families. Students must complete the FAFSA, be

enrolled in a TEACH-Grant eligible program, be junior or senior status, and maintain a cumulative GPA of at least 3.25.

## **Requirements for Financial Aid**

Financial aid awards are determined based on an academic year. Generally, amounts are credited equally per term of enrollment to the student's bill. At the end of each term of enrollment, the Financial Aid Office will review academic records to ensure financial aid recipients are making satisfactory academic progress. It is important to note that changes in academic load (e.g., dropping, retaking, not attending and/or participating, or withdrawing from a class) may impact a student's financial aid.

## **Satisfactory Academic Progress Standards for Financial Aid**

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

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

## **Requirements**

There are three 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, C+, D, D+, D, or CR is earned. Grades of 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, College Level Examination Program (CLEP) credits, dual enrollment credits, and courses with grades of F, NR, I, and W all count towards the maximum attempted credits limit. The maximum attempted credits limit for students pursuing teacher certification or recertification will be determined on an individual basis.

## **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 not meeting 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, and 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](http://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.
- College Level Examination Program (CLEP): CLEP courses count as both attempted and completed credits.
- Transfer Courses: Credits transferred to PSC from another institution count as both attempted and completed credits.
- Dual Credit-Courses: Dual credit courses count as attempted credits and, when passing grades are received, they also count as completed credits.

## Scholarships

- **Clifford Harding Work Stipend**  
The Clifford Harding Work Stipend is awarded to select sophomores, juniors and seniors. Positions are available in the School of Education, the School of Professional Studies, the School of Arts and Sciences, Admissions, the Library, the Center for Achievement and Transition Services, and other offices with the recipients determined by each respective area. Applications are available in the various offices upon request. Funding for the Clifford Harding Work Stipend is provided through the Peru State College Foundation.
- **Institutional Scholarships**  
The Office of Admissions awards scholarships to new freshmen and transfer students. The Financial Aid Office awards need-based scholarships and continuing student's scholarships. Returning students must complete a Returning Student Scholarship Application to be considered for scholarships. This application is available in February via myPSC.
- **Peru State College Foundation (PSCF) Scholarships**  
The Peru State College Foundation administers various scholarship funds and other student aid provided thanks to the generous support of alumni, friends, corporations, and foundations. PSCF scholarships are awarded on the basis of academic achievement, financial need or other criteria specified by the donor. Typically, one-half of the total amount of the scholarship is awarded each semester.

The Peru State College Foundation was organized in June, 1955, and incorporated as a non-profit corporation for educational and charitable purposes in May, 1962.

## **Room and Board**

The term of a room and board housing agreement is one full academic year, effective with fall term and ending after spring term. Completion of a housing agreement and a housing application is required prior to moving into campus housing. The College Housing Agreement Contract may be found at <https://www.peru.edu/residencelife/forms.html>. The Housing Application may be completed online at <https://www.peru.edu/residencelife/howtoapply.html> or through myPSC. Applicants are charged a one-time non-refundable Room Reservation Processing Fee of \$50 that is required at the time of application. Online payment may be made through myPSC with card payment or banking information. Room keys will not be provided unless the fee has been paid. Any damages to a room will result in charges assessed to a student's account at the conclusion of the occupancy.

## **Room and Board Refunds**

Students who withdraw from college or whose housing contract is cancelled during the first week of class will receive a 100% refund. Students who withdraw from college or whose housing contract is cancelled after the first week of class will receive pro-rated refunds of their room and board charges through the eighth week of school. After the eighth week of school, there will be no refunds issued for room and board charges. Students must officially check out of the residence halls within 48 hours of withdrawing. A partial week shall be considered a full week for pro-rating purposes. The week begins on Sunday and ends on Saturday. Contracts which are cancelled for violation of the student code of conduct will not receive refunds for room and board.

## **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 PSC, 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**

- Center for Achievement and Transition Services
- Clubs and Organizations
- Counseling
- Judicial Affairs
- Music Organizations
- Photography Policy
- Publicity
- Student Success Services
- Vehicle Registration and Parking

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.

## **Clubs and Organizations**

Peru State is home to a variety of clubs and organizations, most of which are open to all Peru State College students. For details regarding each of these clubs, please contact the Student Activities Coordinator or visit <https://student.peru.edu/studentlife/clubs.html>.

## **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.

## Living Learning Communities

Living-Learning Communities (LLCs) provide opportunities for students to live in close proximity with other students who share similar interests. Some LLCs also include classes in which students in the community enroll. Check the Student Life website for information about current LLC opportunities.

## Music Organizations

Peru State has four performing ensembles: Concert Band, Concert Choir, Jazz Band, and Women's Choir. Students from all majors are eligible to participate in any and all Peru State music ensembles, and all students who qualify financially are eligible for music scholarships.

**Concert Band** is open to all students who have previous instrumental playing experience. The Concert Band plays music written for full band and also chamber groups, and the compositions performed represent an array of styles by traditional and modern/contemporary composers. Throughout the academic year, the Concert Band also serves as the College's Pep Band during various athletic events.

**Concert Choir** is open to all students on campus without audition. This ensemble presents four on-campus concerts each year, records regularly, and makes an annual recruitment tour of area high schools among other travel opportunities. The Concert Choir performs music from diverse musical periods and styles including some major works. While enrollment is open to everyone, students with previous choral experience are welcome and encouraged to sing.

**Jazz Band** performs traditional big band jazz as well as more contemporary forms of American music. Each year the Jazz Band performs several times on campus, as well as throughout southeast Nebraska.

Membership is open to all Peru State students through a competitive audition process.

**Women's Choir** is open to all females on campus. The ensemble performs a four-concert season and focuses on producing sonorous tone while performing a broad range of music. While enrollment is open without audition, students with previous choral experience are encouraged to sing with us.

The **Peru State NAFME Chapter (National Association for Music Education)** is open to all students interested in music. The club serves as a professional development resource for music students and serves the music department as hosts/sponsors for festivals, competitions, and other events.

## 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 Success Services**

Student Success Services (SSS, a federally funded TRIO-Student Support Services project) is committed to increasing the retention and graduation rates of low income and first generation college students and individuals with disabilities. By providing a supportive network of intensive individualized services, proactive peer leadership, and facilitative campus connections, the project helps bridge gaps in experience and bolsters academic success. Services include academic monitoring and support, individualized tutoring, peer mentoring, and cultural enrichment activities. Staff members provide professional assistance for improving study skills, securing financial aid, managing money, adjusting to college, exploring career options, and preparing for employment and/or graduate school. Participants also enjoy the camaraderie of a supportive community of learners.

Application to participate in SSS is voluntary and admittance is based on federal eligibility criteria and availability of openings. For more information, please inquire at the Center for Achievement and Transition Services (CATS) or call 402-872-2377.

## **Vehicle Registration and Parking**

Students must register their motor vehicles with the Campus Security office, if they plan to operate or park them on campus. Vehicles are defined as all petroleum powered vehicles such as automobiles, motorcycles, or motor scooters. Only vehicles with valid permits and proper identification are allowed to park in residence hall lots and other designated campus parking areas. Students should not park in the residential areas adjacent to the campus.

## **Student Rights and Responsibilities**

- Administrative Withdrawal
- Educational Community
- Rights and Responsibilities in the Classroom
- Rights and Responsibilities in Other Instructional Settings
- Family Educational Rights and Privacy Act

## **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
- Anti Harassment Policy
- Sexual Violence/Sex Harassment Reporting, Policy & Procedure
- Weapons/Explosives
- Temporary Suspension

- Due Process
- Student Complaint Procedures

## **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](mailto: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>.

## **Student Complaint 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. Timelines 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.

Custom PageThe 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**

- AI Wheeler Activity Center
- Arboretum
- College Library
- Dual Enrollment
- Facilities
- Graduate Programs
- Peru State National Alumni Association
- Peru State Online Program
- Public Health Early Admission Student Track (PHEAST)
- Rural Health Opportunities Program (RHOP)

## **AI Wheeler Activity Center**

The AI 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.

## **Dual Enrollment**

The Early Entry Program (Dual Enrollment) is a partnership between Peru State and participating school districts. Peru State's Dual Enrollment programs are intended to meet the needs of academically advanced and motivated high school students by providing access to college level courses. The program is divided into two components; traditional and online. Traditional courses are taught in the

high schools by teachers with qualifications meeting the requirements of the College's academic departments. The online component allows high school students to participate in Peru State's courses offered via internet by the College's faculty members. Students in these classes will typically meet all of the following requirements:

1. Be juniors or seniors;
2. Be chosen carefully and recommended by the high school academic staff;
3. Meet the prerequisites of the courses;
4. Have a cumulative grade point average of B or its equivalent or better; or rank in the top half of their high school class; or earn an ACT composite score of at least twenty (20) or an equivalent score on another valid assessment.

## **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/>

## **Graduate Programs**

Peru State offers a Master of Science in Education degree program in Curriculum & Instruction through two delivery formats (regular and cohort). Peru State also offers a Master of Science in Organizational Management with an emphasis in Entrepreneurial and Economic Development. Both thirty-six (36) hour programs are offered online. Further information may be obtained by contacting the Office of Graduate Programs.

## **Peru State National Alumni Association**

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

## **Peru State Online Program**

Peru State Online is an instructional program, which connects student learners with educational programs and resources from any location with access to the internet. Students can take classes of interest or complete entire degree programs. Online courses have the same objectives as courses that are offered on campus. Students have lectures, discussion questions, writing assignments, projects, and exams. All work is completed online in either an eight week or sixteen-week academic period. Peru State's online learning platform, Blackboard, is user-friendly. To facilitate online success, an online student orientation is offered for new students. A list of programs and majors offered online may be found in the College catalog and on the College's website.

## **Public Health Early Admission Student Track (PHEAST)**

There has never been a more exciting time to pursue a career in public health. Public health professionals conduct research, improve health practices, and manage health programs and organizations using their knowledge of a variety of disciplines, including medicine, economics, sociology, anthropology, mathematics, communications, and much more. Combine your many interests with a graduate degree in public health and add your perspective and expertise to the future in this exciting collection of career paths. Public Health Early Admission Student Track (PHEAST) is a cooperative program between Peru State and the University of Nebraska Medical Center, College of Public Health (UNMC CoPH). Through the PHEAST program, up to three eligible students in their sophomore or junior year can gain provisional acceptance into the UNMC CoPH Masters of Public Health Program while enrolled at Peru State. Selected students receive a full tuition waiver for their junior and senior years while enrolled at Peru State, provided they maintain good standing within the program. Current information and application instructions are available on the College's website.

## **Rural Health Opportunities Program (RHOP)**

The Rural Health Opportunities Program (RHOP) is a cooperative program between Peru State and University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate students from rural communities who plan to practice in rural areas of Nebraska. Students admitted into the

program must be from a rural background. Selected students receive a full tuition waiver while enrolled at Peru State, provided they maintain good standing within the program, and they are automatically pre-admitted into their specific program at UNMC. Currently, Peru State has been allocated seats in the Dentistry, Dental hygiene, Pharmacy, Physical therapy, Physician assistant, Radiography, Medical lab science, and Nursing programs. For more information and application instructions visit the College's website.

## **Undergraduate Degree and Program Information**

- Degrees
- General Program Information
- Degree Requirements for Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Applied Science (B.A.S.)
- Application for Degree

In compliance with Board of Trustees policy, this Catalog is intended as a description of the educational programs and activities offered by Peru State. Information in the Catalog is intended to be correct according to information available at the time of publication. The Catalog is explanatory in nature and is a contract between the student and the College. The College reserves the right to withdraw courses, change or terminate programs, change the rules and requirements regulating admission and graduation, and change other regulations affecting the student body at any time.

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

## **Degrees**

Peru State is authorized by law and the Board of Trustees of the Nebraska State Colleges to issue the Master of Science in Education, the Master of Science in Organizational Management, Bachelor of Arts, Bachelor of Science, and the Bachelor of Applied Science degrees. Minors, certificates, and pre-professional



curricula are also available. Information on graduate program requirements can be found in the Graduate Catalog.

## General Program Information

Each undergraduate program at the College consists of general studies courses and specialized courses in the major. The general studies courses are designed to enhance the capacity for continued life-long learning and effective citizenship by encouraging breadth of perspective for everyone regardless of vocation. Specialized courses for the major prepare an individual for a specific occupation or satisfy a particular vocational or intellectual interest.

Upon enrolling, each student selects a program and degree objective that determines the student's curriculum and academic advisor. This choice may be tentative and changed later. Students who desire special assistance in selecting a program may discuss alternatives with academic advisors or staff in the Center for Achievement and Transition Services (CATS).

## Degree Requirements for Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Applied Science (B.A.S.)

The following are the minimum requirements for the B.A., B.S., and B.A.S. degrees:

- **Total Hours** - Degree candidates must earn a minimum of 120 semester credit hours.
- **Grade Point Average** - A minimum cumulative grade point average of 2.75 is required for all degrees in teacher education; the minimum cumulative average for other degrees is 2.0.
- **General Studies and Major** - Degree candidates must complete the General Studies Program appropriate for their degree, a major (teacher education candidates must complete one field endorsement or one subject endorsement), and other courses in support of their educational objectives. Courses may satisfy both major and general studies program requirements simultaneously. All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.
- **College 101** - College Success (2 hours) - This introductory course helps students begin to define the role of collegiate education in their personal

and professional lives. Within a learning community composed of those who have similar disciplinary interests, students have the opportunity to participate in engaging and tailored activities designed to support the successful development of skills necessary for college level work. Students are automatically re-enrolled until they successfully complete the course. Although the course is a requirement for all degree seeking students with fewer than 24 credit hours at the time of admission, it may be waived by the appropriate Academic Dean for those with a combination of significant work and academic experiences. This course is not required for BAS students.

- **Major Grade Point Average** - A minimum cumulative grade point average of 2.0 is required for all courses listed or selected to fulfill the major hour requirements. No grade lower than a "C-" may be used to fulfill course requirements in an academic major. A minimum cumulative grade point average of 2.75 is required for all Education majors to fulfill the major hour requirement.
- **Resident (Institutional) Credits** - A minimum of 30 semester hours must be earned from Peru State College. A minimum of 24 of the last 30 semester hours must be earned in residence. This requirement may be waived in cases where any of the required residence credit is earned at another Nebraska State College or where official cooperative agreements with other institutions exist. Internet and off-campus courses conducted by Peru State College are considered resident credits.
- **Upper Division Credit** - B.A. and B.S. degree candidates must earn at least 40 semester hours of upper-division credit (300 and 400 level courses). B.A.S. degree candidates must earn 20 semester hours of upper division credit.

## **Bachelor of Arts (B.A.) - Additional Degree Requirements**

This degree is awarded to Liberal Arts majors, but is also available for those majoring in other areas. In addition to general undergraduate degree requirements, candidates must complete the following requirements:

- Nine (9) semester hours of a modern foreign language or upper division credit outside of the student's major
- Six (6) semester hours of Mathematics or Psychology;
- Nine (9) semester hours from HIST 113, HIST 114, HIST 201, HIST 202, or SOC 201.

- PSCI 201

## **Bachelor of Applied Science (B.A.S.) - Additional Degree Requirements**

This degree is available to candidates whose complementary area of emphasis is Management and who transfer from other institutions after having completed a technical associate degree program or have the equivalent in credits and life experience.

**Total Hours** - B.A.S. candidates must earn a minimum of 120 semester credit hours. A minimum of 30 semester hours must be earned through Peru State. A minimum of 54 semester hours are to be completed through accredited institutions authorized to grant a baccalaureate or higher degree. Exceptions:

1. Documented basic or recruit military training may be counted toward the degree;
2. a maximum of 30 hours of standardized subject examinations is acceptable; and
3. other prior learning/life experience credit may be awarded according to the College's policy.

**Upper Division Credit** - B.A.S. candidates must earn at least 20 semester hours of upper division credit (300 and 400 level courses).

**General Studies** - Thirty (30) semester credit hours are required. Courses must be selected from each of the following general studies topic areas:

Collegiate Skills

Technology and its Application

Perspectives on Values, Thought, and Aesthetics Methods of Inquiry and Explanatory Schema

Cultural Literacy, Diversity and Equity

**Technical Transfer Credits** - Sixty-six (66) semester hours of credit from the technical associate degree or its equivalent in college credit and life experience is the maximum applicable toward the 120 hours required for the Bachelor of Applied Science degree.

## **Additional Degree Regulations**

In addition to the above degree requirements, the following regulations apply to Peru State's bachelor degrees:

**Pre-Professional Programs Resident Credits** - Pre-professional students who have successfully completed three (3) years in a specifically approved program may transfer to an accredited professional school during their fourth year and qualify for bachelor's degrees provided they meet all other graduation requirements.

**Varsity/Junior Varsity Sports Credits** - A maximum of four (4) credit hours of HPER 190 Varsity/Junior Varsity Sports is allowed toward a degree. Varsity/Junior Varsity sports credits may be earned for football, men's and women's basketball, women's volleyball, baseball, softball, cheerleading, women's golf, dance, men's and women's bowling and men's and women's cross country. HPER 190 is graded CR/NC and may not be used to fulfill General Studies requirements.

**Directed Study** - A maximum of eight (8) hours or two (2) courses of Directed Study is allowed toward a degree. The student's Academic Dean may approve an exception. Additional information is provided later in this Catalog.

**Independent Study** - A maximum of six (6) hours of Independent Study is allowed toward a degree. The student's Academic Dean may approve an exception. Additional information is provided later in this Catalog.

**Internship** - A maximum of 12 hours of internship credit is allowed toward a degree. Generally, the hours earned are noted as general electives. There are limitations on the number of hours that may be applied to certain majors. More information is available online at [www.peru.edu/internships](http://www.peru.edu/internships)

**Second Undergraduate Degree** - Students apply for only (1) undergraduate degree. If it appears that the student can qualify for more than one (1) degree, the student must determine for which he/she will apply.

An additional undergraduate degree may be obtained by completed at least thirty (30) semester hours of credit beyond the total hours recorded when qualifying for the previous baccalaureate degree. All prescribed requirements for the degree must be successfully completed.

Individuals will follow the academic requirements of the College Catalog in effect at the time of their readmission to pursue an additional degree.

## 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.

## Academic Policies, Regulations and Procedures

- Academic Appeal
- Academic Bankruptcy
- Academic Credit
- Academic Honors (Semester)
- Academic Integrity
- Academic Load
- Academic Probation and Suspension
- AP Credit
- Armed Services
- Assessment
- Attendance and Scholastic Attitude
- Audit
- Called to Active Duty Policy
- Certificates
- Course Evaluations
- Change of Advisor
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- Classification of Students
- CLEP
- Credit Limit
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- Dantes
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- Final Exams
- Full-time Student Status
- Grade Appeal Policy
- Grading System
- Graduation Honors
- How to Determine Credit
- Incomplete Coursework
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- Internships
- Minors
- myPSC Student Access
- Petition
- Prerequisites
- Prior Learning/Life Experience Credit
- Placement Policy (English and Math)
- Proficiency Examination Program (PEP)
- Repeat Courses
- Seamless Transfer
- Selecting a Major
- Standardized Examination
- Student Email
- Suspension
- Transfer of Credit
- Transcripts
- Waiver

## **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 his/her 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 Honors (Semester)**

### **Dean's List**

At the end of each semester, the Vice President for Academic Affairs publishes the Academic Dean's List. Students on the Dean's List must have a grade point average of 3.5-3.99 for the semester, have completed at least twelve (12) graded hours (credit/no credit not included) during the past semester, have no incomplete grades for the semester, and must be seeking a first degree to be considered for the Dean's List.

### **President's List**

At the end of each semester, the Vice President for Academic Affairs publishes the President's List. Students on the President's List must have a grade point average of 4.0 for the semester, have completed at least 12 hours (credit/no credit not included) during the past semester, have no

incomplete grades for the semester, and must be seeking a first degree to be considered for the President's List.

## **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

Students with a **cumulative** grade point average of 1.00-1.99 at the close of a semester are placed on academic probation. Students who have a **cumulative** grade point average below 1.00 at the end of a semester are suspended.

Probationary students must agree to the provisions of an Academic Probation Contract which may include but are not limited to enrollment restrictions, study skills instruction, and advisor meetings. To avoid suspension, probationary students must earn a minimum 2.0 average for each successive semester of attendance (continued probation) until the required cumulative grade point average of 2.0 or higher has been achieved. New students entering Peru State on a conditional or provisional admission status are placed on academic probation and are held to the standards noted above.

Academic Standards Chart				
Current or Admitted Status		Status after Subsequent Semester Cumulative GPA (includes subsequent semester)		
Status	Cumulative GPA	2.00 or higher	1.00-1.990	.99 or less
Good Standing	2.00 or higher	Good Standing	Probation	Suspension
Probation	1.99 or less	Good Standing	Suspension**	Suspension

\*\* Unless semester GPA is 2.0 or higher, in which case the status is continued probation.

Academic suspension following the first (1<sup>st</sup>) suspension is for a period lasting one (1) semester. Suspended students may not take Peru State courses during the period of suspension. Students who are suspended may appeal to the Vice

President for Academic Affairs if they wish to return to the College prior to serving the suspension period. If the appeal is approved, the student will be on probation status and will be held to the standards for probation students.

In case of a second (2nd) suspension, the period of suspension is two (2) semesters and the student must appeal to the Vice President for Academic Affairs and the Faculty Senate requesting to be readmitted after serving the two (2) semester period of suspension or if the student wishes to return to the College prior to serving the suspension period. If a student has two (2) suspensions and the first (1st) suspension was appealed and approved, the second suspension is still a second suspension. This request may be denied, in which case the student must wait another two semesters before making a new request for readmission. If approved, the student must apply to the Office of Admissions for readmission. A third (3rd) academic suspension may not be appealed and the student may not continue at the College.

### **Veteran and Eligible Person Standards of Progress Policy**

A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the college catalog consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

## **AP Credit**

(See Standardized Examinations)

## **Armed Services**

Veterans of the armed forces who are honorably discharged and current active duty personnel will generally be granted credit for their military experience in accordance with the recommendations of the American Council on Education (ACE). Air Force records should be obtained from the Community College of the Air Force. Army, Coast Guard, Marine Corps, National Guard, and/or Navy records should be obtained from the Joint Services Transcript (JST).

## **Assessment**

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

Senior competencies (also known as capstone experiences) are core components of academic program assessment at Peru State. Through the senior competencies, program faculty assess whether senior students have mastered the content, methodology, and liberal arts base of their discipline. Each graduating senior must successfully complete the discipline's senior competency.

At Peru State College, the mission and related instructional outcomes 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. 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.

Peru State periodically conducts other student surveys to gain insights into student views and the quality of the student experience. Instruments such as the National Survey of Student Engagement and college-generated questionnaires give students varied opportunities to provide feedback, give voice to concerns, and influence decisions. In addition, alumni are surveyed about their experiences while enrolled at Peru State and asked to provide feedback on how well their college education prepared them for related careers. Peru State continually seeks to optimize student programs and learning experiences, and student feedback through surveys plays a critical role in the assessment for underlying growth and improvement.

## **Attendance and Scholastic Attitude**

Students are expected to attend classes regularly, to arrive punctually, 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 his/her 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.

## **Audit**

Registration to audit a course implies no credit. The student pays the regular tuition and fee charges but is not required to write tests, examinations, and/or papers. No grade is given in audited courses nor can credit be given at a later date. Enrollment is on a space available basis and must be approved by the instructor and the appropriate Academic Dean.

## **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.

## **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.

## **Residence Halls**

If a student is called to active military duty while staying in the residence halls, per our policy, they can cancel their housing and meal plan with no cancellation fee. We would refund the pro-rated amount left for the remainder of the semester for housing/meal plan.

## **Certificates**

A certificate 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. An undergraduate certificate shall range from nine (9) to fifteen (15) credits of predominantly upper division courses. At least half of the credits must be completed at Peru State College.

## **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 Advisor**

A student who wants to change advisors may obtain a Change of Advisor form from the appropriate Academic Dean's office.

## **Change of Major**

A student who wants to change his/her major or undeclared status must complete the Change of Major form available in his/her 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.

## **Classification of Students**

Students are classified according to the number of semester credit hours earned:

Freshman	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits
Senior	90 or more credits

Post-graduate students have earned a bachelor's degree or higher and are earning additional undergraduate credit. Non-degree students are qualified persons who enroll primarily to satisfy an occupational need or personal interest.

## **CLEP**

(See Standardized Examinations.)

## **Credit Limit**

The maximum load without special permission per 16-week semester is 18 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 18 credit hours. Generally, students should have had a minimum 3.5 grade point average the previous semester.

## **Credit/No Credit Grading Option**

Students are permitted to enroll for any course on a Credit/No Credit basis per the stipulations listed below. If a student passes the course with at least a C, the student receives credit and a grade of CR.

If the work is D+ or below, the student receives no credit and a grade of NC. Hours attempted (either CR or NC) are not calculated in the GPA.

A student's instructor will not be informed that the student is enrolled on a Credit/No Credit basis. Following submission of grades, the student's grade will be converted to CR/NC by Student Records.

The following policies govern the selection of the CR/NC grading options:

1. Any student may choose the CR/NC grading option by notifying the Student Records in writing before the end of the drop/add period for the course.
2. The maximum number of CR/NC hours that may count towards graduation is 8.
3. A student may not take more than 4 credits of CR/NC courses in an academic semester.
4. Courses required for the student's major, minor, or endorsement cannot be taken on a CR/NC basis.
5. A maximum of two General Studies courses may be taken on CR/NC basis.
6. Honors courses cannot be taken on a CR/NC basis.
7. After a course is designated as CR/NC, it may not be changed back to a graded course.
8. Graduate courses cannot be taken on CR/NC basis.
9. CR grades are not counted in the minimum regular graded hours (12) for the Dean's List. NC grades eliminate students from the Dean's List.
10. COLL 101 cannot be taken on a CR/NC basis.

## **Dantes**



(See Standardized Examinations)

## **Dead Week**

For sixteen (16) week courses, Dead Week is the week prior to finals week, and no exams are to be given during that week. Exceptions to this policy may be granted only by the appropriate Academic Dean.

## **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.

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.

## **Final Exams**

Final exams are scheduled the last week of the semester. Coaches of varsity athletic teams do not schedule regular games or events during this week. However, they may enter their teams in NAIA approved play-offs in which the College has declared an intention to participate if qualified. Students who participate in play-off events during finals week are still subject to the attendance policies of their instructors. Faculty may not schedule final exams for individuals or courses at times other than those established in the Finals Week schedule without the express consent of the appropriate Academic Dean.

## **Full-time Student Status**

Peru State students who are enrolled for twelve (12) credit hours or more during a semester are considered full-time students. However, the normal course load for a student who expects to complete a bachelor's degree within eight (8) semesters (4 years) is 15-16 hours. 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

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.

## Graduation Honors

Graduation honors are conferred on bachelor's degree candidates who have earned a minimum of 54 Peru State College semester credit hours. Grades and credits earned at other colleges and universities do not apply toward graduation honors from Peru State.

3.50 - 3.74	Cum Laude
3.75 - 3.89	Magna Cum Laude
3.90 - 4.00	Summa Cum Laude

## 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. If agreeable, the faculty will then complete the Incomplete Grade Completion Contract, which requires the student and faculty

signature. The faculty member will record an incomplete (I) on the end-of-the-semester grade roster.

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. If students agree to complete the required work prior to the normal deadline for making up an incomplete (the end of the subsequent semester) this date must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College; all incomplete 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 499. 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.

## **Internships**

The Cooperative Education Internship Program provides students with the opportunity to explore the field of work or gain valuable work experience while earning academic credit in all majors. The maximum number of internship hours allowed toward graduation is twelve (12). All employment must occur in positions which are relevant to a student's major or career interest. The program is available to all students including off-campus and non-traditional students. A flexible registration schedule allows students to enroll through the eighth week of each semester.

Students who have completed forty-five (45) credit hours and are in good academic standing are eligible to enroll for major or career-related Cooperative Education Internship experiences. Students may take from one (1) to twelve (12) hours and will receive an academic letter grade.

Transfer students must complete fifteen (15) hours of coursework at Peru State before they are eligible for a Cooperative Education Internship experience. Please visit your Academic Dean for more information and assistance in arranging an internship experience.

## **Minors**

The College encourages students to earn one (1) or more minor areas of study. Minors can give students greater career flexibility, while allowing them to explore in-depth another topic of interest beyond the major. To many employers and graduate program admissions committees, minors demonstrate a greater breadth of understanding and capacity for initiative, which are highly valued. Courses taken toward a minor may also count toward General Studies requirements or major requirements, but not toward both. A grade of "C-" or better is required to fulfill the requirements of a minor. Students may earn a minor in a number of subjects by completing 18-21 hours of specified coursework. At least nine (9) of the hours must be earned at Peru State. In the event that a student transfers in enough minor course credit hours that fewer than nine (9) credits are remaining, then the appropriate Academic Dean will endeavor to allow course substitutions so that the student may complete nine (9) credit hours to count towards the minor.

## **myPSC Student Access**

PSC 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

## **Petition**

(See Academic Appeals)

## **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.

## **Prior Learning/Life Experience Credit**

Students may earn college credit for some experiences and accomplishments outside of the normal college setting. Credit may be granted through standardized examination programs (e.g., CLEP, DAN TES, APP), the credit recommendations of the American Council of Education (ACE), and/or an evaluation of an individual portfolio or examination by the appropriate academic department of the College. Students should begin this process by contacting the



Vice President for Academic Affairs for assistance regarding which path to acquiring Prior Learning Credit is most appropriate.

The College's general policies for awarding credit for extra-institutional learning follow:

1. Prior Learning credits are considered transfer credits and are subject to the same policies as other transfer credits.
  - a. A maximum of (90) semester credit hours from an accredited four-year college or university and extra- institutional sources may be applied toward the minimum 120 hours required for a Bachelor's degree. Of these (90) semester hours, a maximum of (66) semester hours may be from a community/vocational/technical college, proficiency exams (CLEP, DAN TES, APP, etc.) professional exams, prior learning credit, or other extra-institutional sources.
2. Only individuals who have not participated in similar scheduled coursework are eligible to receive life experience credit.
3. Credit by examination may be earned only once in a single subject. A similar subject test in another testing program will not earn additional credits.
4. Credit may be granted for specific courses, or for general prior learning experiences for which there is no course equivalent at the College. The amount of credit to be allowed through College examination or individual portfolio evaluation, the PSC course(s) for which substitution, if any, is made, and the particular graduation requirements which may be satisfied will be determined by the Academic Dean of the appropriate School. The maximum allowable amount of prior learning credit for specific course substitution and general prior learning combined is (66) semester hours.
5. For Bachelor of Science students, the maximum amount of credit granted for general life experiences (i.e., those that do not fit directly into a specific course offered by the College) is (21) hours.
6. For Bachelor of Applied Science students, the maximum amount of credit granted for general prior learning experiences deemed to be the equivalent of a technical associate degree is (66) hours.

Generally, a portfolio of evidence of extra-institutional learning is required for those interested in acquiring prior learning credits. To assist students interested in developing a portfolio for this purpose, the College requires participation in College 201 Prior Learning/Life Experience Portfolio Development. Portfolios will be evaluated on the level of learning evidenced by leadership and community service experiences, professional work experiences, creative contributions to society, and completion of professional training. Some common professional

training programs have already been evaluated and prior learning credit determinations made (e.g., for the Nebraska Law Enforcement Training program). Contact the Vice President for Academic Affairs for current information.

## **Placement Policy (English and Math)**

Composition Placement (in the Absence of Transfer Composition Course Work):

- Freshmen with ACT English scores below 17 or SAT Evidence-Based Reading and Writing scores below 480 are required to enroll in ENG 100 (or place out of it through proficiency testing).
- Freshmen with ACT English scores of 17 or higher or SAT Evidence-Based Reading and Writing of 480 or higher may select their own composition course placement.

Mathematics Placement (in the Absence of Transfer Mathematics Course Work):

- Freshmen with ACT Math scores below 17 or SAT Math scores below 420 are required to enroll in Math 100 (or place out of it through proficiency testing).
- Freshmen with ACT Math scores of 17 or higher or SAT Math scores of 420 or higher may select their own mathematics course placement.

ENG 100 - Elements of Composition and MATH 100 - Elementary Algebra are designed to assist students in reaching their educational objectives. These courses focus on the areas that most often affect student success: reading, composition, and mathematics. ENG 100 and MATH 100 are three (3) credit hours each and earn student institutional credit; however, neither course fulfills a General Studies requirement.

Students who are required to take ENG 100 and/or MATH 100 must earn a grade of C or better to advance to related composition and/or mathematics General Studies courses. Students failing to pass either of these courses will meet with appropriate CATS personnel to discuss further academic options. Students who are enrolled in ENG 100 or MATH 100 will be limited to a fifteen (15) credit hour academic load.

## **Proficiency Examination Program (PEP)**

(See Standardized Examination)

## **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.

## Seamless Transfer

Transfer students who have earned an Associate of Arts (AA) or an Associate of Science (AS) degree from an accredited institution will have met all Peru State general studies requirements, if earlier coursework includes 30 or more credit hours of general studies courses. Completion of specific lower division courses may be required in individual degree programs.

## Selecting a Major

Students who apply for admission to the College will indicate on the Application for Admission the major area of study they intend to pursue. Individuals who are unsure of a major should indicate "Undeclared" on the application form.

## Standardized Examination

Students may earn credit through several standardized examination programs. Credits earned from the CLEP subject exam only (College Level Examination Program), DANTES (Defense Activity Nontraditional Education Support), PEP (Proficiency Examination Program), and APP (Advanced Placement Program) can satisfy certain Peru State degree requirements. A maximum of 30 hours of standardized examinations is acceptable.

## 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)

## **Transfer of Credit**

After the student has been fully admitted, the College completes an official evaluation to identify the applicability of previous work to the student's expressed major and degree program.

A maximum of 90 semester credit hours from an accredited four-year college or university and extra-institutional sources may be applied toward the minimum 120 semester hours required for a Bachelor's degree. Of these 90 semester hours, a maximum of 66 semester credit hours may be from a community/ vocational/ technical college or other extra-institutional sources. To be considered for possible transfer, courses must have been completed with a grade of "C-" or higher. Credit for a course in which the student earned a grade of "C-" will be accepted. Developmental or transitional courses (non-college level) will not be accepted.

An Associate of Arts (AA) or Associate of Science (AS) degree completed at an accredited postsecondary institution that includes a minimum of 30 semester hours of general studies coursework or its equivalent will fulfill all requirements of a general studies program established at a Nebraska State College. Note that while the general studies requirements will be fully met with completion of the Associates degree, only those courses carrying grades as established above will be applied to the credit hour requirements of the baccalaureate degree.

All students must complete a minimum of 50% of the hours required for the major/endorsement requirements (excluding General Studies) at Peru State.

Students who seek admission and are accepted while on probation from their last college are placed on probation and are subject to all Peru State policies of probation.

Students who have been suspended from another college will not be considered for admission until the period of suspension at their previous institution has expired and the facts of the dismissal are provided. Students who discontinue

their attendance at Peru State and then attend another college or university before seeking readmission are classified as transfer students.

Transfer students who have completed technical Associate's Degrees or equivalent will be eligible for the Bachelor of Applied Science degree completion program. See the School of Professional Studies section of this catalog for more detail.

## **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>.

## **Waiver**

(See Academic Appeal.)

## **Registration And Withdrawal Policies**

- Administrative Withdrawal-No Show
- Administrative Withdrawal - Past Due Balance
- Administrative Withdrawal/Drop - Prerequisites
- Administrative Withdrawal - Probation Students
- Change in Registration: Drop/Add
- Full-time Student Status
- Registration
- Registration Limits
- Summer Session Credit Limit
- Variable Credit Courses
- Withdrawal from College
- Withdrawal from a Course
- Workshops and Other Non-Standard Academic Terms

## **Administrative Withdrawal-No Show**

Students are considered "no shows" if they do not attend, log in to, and complete a scheduled assignment and/or have an instructional interaction in a course during the first week of class. Upon receiving attendance records, the Student

Records Office will administratively drop and notify those students not attending or participating in their courses.

## **Administrative Withdrawal - Past Due Balance**

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

## **Administrative Withdrawal/Drop - Prerequisites**

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

## **Administrative Withdrawal - Probation Students**

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

## **Change in Registration: Drop/Add**

Students are allowed to drop/add through myPSC until the published final date to drop/add. Course registrations are then final. Students are responsible for the accuracy of each registration and are ultimately responsible for meeting all degree requirements. Tuition and fee refunds are granted for a reduction in semester credit hours through the final dates to drop/add courses as indicated in the catalog.

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

## Full-time Student Status

Peru State students who are enrolled for 12 credit hours or more during a semester are considered full-time students. However, the normal course load for a student who expects to complete a bachelor's degree within eight (8) semesters (4 years) is 15-16 hours. 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.

## 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.**

## Registration Limits

The maximum load without special permission per 16-week semester is 18 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 18 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 12 hours; the Academic Dean of the School in which the student is majoring may approve loads greater than 12 credit hours provided the student obtained a minimum 3.5 grade point average the previous semester.

## **Variable Credit Courses**

The credit hours to be earned and the coursework to be completed are determined at the time of registration. Students do not have the option of reducing or increasing credit hours or coursework after the drop/add period at the beginning of the term.

## **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 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.

## **Honors Program**

- Honors Program Mission Statement
- Honors Program Goals
- Program Admissions and Requirements
- Honors Program Requirements
- Mentored Research Requirement for Graduation with Distinction

## **Honors Program Mission Statement**

The Honors Program at Peru State College is a college-wide academic program promoting advanced study and scholarship for students with strong records of academic achievement. The program provides its students with opportunities for in-depth study not generally available in other courses through small class sizes, frequent interaction within the program, a unique curriculum, and mentored scholarly and research opportunities. The goal of the program is to enhance the intellectual capabilities and broaden the experience of the College's intellectual leaders.

## **Honors Program Goals**

- Goal 1: Be challenged academically through advanced study and rigorous, intellectually stimulating curriculum and experiences;
- Goal 2: Aspire to embrace an expanded worldview through exploration, reflection and analysis of topics of regional, national and global significance;
- Goal 3: Envision, design, complete and showcase a culminating experience with the resources, infrastructure, and support provided by the honors program;
- Goal 4: Acquire interdisciplinary knowledge through honors program experiences and coursework in all academic units.

## Program Admissions and Requirements

Admission to the Honors Program is available to incoming freshmen with strong records of academic achievement in high school. Specific admission requirements include:

- A composite ACT score of 24 or SAT score of 1650 or higher; or
- A cumulative high school GPA of 3.5 or higher (on a 4-point scale).

Transfer students can be admitted to the Honors Program if:

- They have completed at least one year in good standing in the Honors Program of another college or university at the time of their transfer; or
- They have completed an Associate's Degree with a cumulative GPA of 3.5 or higher.

All other students wishing to enter the Honors Program, but who do not meet the above requirements, must petition the Director of the Honors Program, who will arrange for a committee review and decision.

Transfer students admitted to the Honors Program should consult the Director of the Honors Program regarding transfer of credit from the Honors Program of the student's previous institution to Peru State's Honors Program.

Board of Trustee Scholarship recipients are required to enroll in HP 101. Please consult the requirements of any scholarships you have to determine whether this requirement applies to your enrollment.

## Honors Program Requirements

- HP 101 - Honors Orientation **2 Credit Hours**
- HP - Honors Course **3 Credit Hours**
- HP - Honors Course **3 Credit Hours**

- HP - Honors Course **3 Credit Hours**
- HP - Honors Course **3 Credit Hours**
- HP - Honors Course **3 Credit Hours**
- HP or Engagement - Honors course or approved Honors component option **3 Credit Hours** \*
- HP or Engagement - Honors course or approved Honors component option **3 Credit Hours** \*

## **Total Hours: 23**

\*Honors component options include:

- Leading and/or participating in-service learning activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Leading and/or participating in study-abroad or other similar activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Students may take up to up to six (6) hours of approved 300-400 level general studies courses in lieu of 100-200 level courses outside the student's major or minor areas of study as described in the General Studies Enhancement and Enrichment section below.
- Each School will develop guidelines for additional components for regular disciplinary courses that Honors students could complete in order to count that course towards the Honors requirements. Examples may include research projects, public performances or presentations, or other activities that would be above and beyond what would normally be done in the course.
- All students taking a course without the HP catalog description must submit the required paperwork to the Director of the Honors program, who upon review and approval, will forward it to the Vice President of Academic Affairs and ultimately, the Registrar, who shall record such approval in the individual student's academic record.

## **Mentored Research Requirement for Graduation with Distinction**

Students seeking to graduate from the Honors Program with Distinction will develop a mentored scholarly or creative project initiated by the student and include as a mentor a full-time faculty member at Peru State College. Course credit is obtained through Independent Study and noted as an HP project, with

credit earned for the course as a minimum of 3 credit hours. Projects normally are completed during the student's senior (final) academic year. The project can be scheduled for one semester or for the entire academic year. Funding may be provided to support the project, at the discretion of the VPAA. A written proposal (forms and instructions available from the Director) should be submitted to the Director no later than April 1 of the student's junior (penultimate) academic year for review and approval/disapproval. The student will present (in whatever form is most appropriate to the product of the project) his or her results to the academic community of the college in the final semester of the senior academic year (usually spring semester during Research Day). The faculty mentor will be asked to provide to the Director of the Honors Program a written, confidential evaluation of the performance of the student during his or her project, and both will agree on a grade to assign for Independent Study.

Scholarly activities are not limited by academic discipline and are meant to pair each student's interest with a faculty member's expertise. Thus, projects will vary greatly among schools, departments, and faculty members. All projects must: be original and contemporary works, e.g., they cannot be "canned" projects where the outcome is known in advance; not duplicate ongoing or existing work of the student; and produce some tangible or intellectual product that can be evaluated.

## **Undergraduate Degree Programs**

### **General Studies Information**

#### **General Studies**

The General Studies Program is designed to support student development in the context of the goals of the College, and ultimately enhance the capacity for continued lifelong learning and effective citizenship by encouraging breadth of perspective regardless of vocation. Each program area has specific learning objectives as well. Courses may satisfy both major and general studies program requirements simultaneously.

#### **Collegiate Skills (15 Credit Hours)**

##### **Course Options**

- **ENG 101 - English Composition 3 Credit Hours**
- **ENG 201 - Advanced English Composition 3 Credit Hours**

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**
- Or**
- BUS 201 - Organizational Communications **3 Credit Hours**

## Quantitative Reasoning

### Course Options

- MATH 110 - Elements of Mathematics **3 Credit Hours**
- Or**
- MATH 112 - College Algebra **3 Credit Hours**
- Or**
- Higher Level Math Course **3 Credit Hours**
  
- STAT 210 - Statistics **3 Credit Hours**

## Technology And Its Application (3 Credit Hours)

### Course Options

Complete one (1) of the following courses:

- ART 120 - 2-D Design Foundation **3 Credit Hours**
- ART 215 - Typography **3 Credit Hours**
- ART 220 - Introduction to Graphic Design **3 Credit Hours**
- ART 313 - Illustration **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**
- ART 321 - Motion Graphics **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- CMIS 210 - Essentials of Computer Programming **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**
- CMIS 310 - Network Administration & Implementation **3 Credit Hours**
- CMIS 360 - Cyber Security **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**
- EDUC 315 - Educational Technology **3 Credit Hours**
- ENG 310 - Technical Communication **3 Credit Hours**

## Perspectives On Values, Thought, And Aesthetics (6 Credit Hours)

## Course Options

Two (2) courses in art, literature, music, philosophy, speech and/or theatre. The courses must be in different areas.

- Art **3 Credit Hours**
- English **3 Credit Hours**
- Music **3 Credit Hours**
- Philosophy **3 Credit Hours**
- Speech **3 Credit Hours**
- Theatre **3 Credit Hours**

## Methods Of Inquiry and Explanatory Schema (13 Credit Hours)

### Course Options

#### **Natural Science**

One (1) physical science course and one (1) biological science course, at least one of which must include a lab

Biological Science Course - one (1) course

- Biology course **3-4 Credit Hours**

Physical Science Course - one (1) course

- Earth Science **3-5 Credit Hours**
- Chemistry **3-5 Credit Hours**
- Physics **3-5 Credit Hours**

#### **Social Science**

Two (2) courses in Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology; one must involve the study of formal social systems (ECON, HIST, PSCI)

- Anthropology **3 Credit Hours**
- Economics **3 Credit Hours**
- Geography **3 Credit Hours**
- History **3 Credit Hours**
- Political Science **3 Credit Hours**

- Psychology **3 Credit Hours**
- Sociology **3 Credit Hours**

## Cultural Literacy, Diversity and Equity (3 Credit Hours)

### Course Options

One (1) interdisciplinary upper division course covering: a community's culture, issues, and development, OR global issues and development, or comparative culture studies.

- BUS 480 - International Business **3 Credit Hours**
- BUS 481 - International Field Experience: Business Principles & Practices **3 Credit Hours**
- CJUS 490 - Comparative Justice & Human Services Systems **3 Credit Hours**
- ENG 335 - Literature of Postcolonialism & Empire **3 Credit Hours**
- HIST 351 - Modern Africa **3 Credit Hours**
- HIST 367 - Modern East Asia **3 Credit Hours**
- HIST 371 - Modern Middle East **3 Credit Hours**
- HIST 387 - Modern Latin America **3 Credit Hours**
- HIST 390 - Modern Germany **3 Credit Hours**
- HP 315 - Global Studies & Development **3 Credit Hours**
- HP 330 - Public Education: Universal Right or Wrong? **3 Credit Hours**
- HPER 383 - Principles of Community Engagement in Public Health **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**
- PSCI 312 - Engagement in the Legislative Process **3 Credit Hours**
- PSCI 316 - Engagement in the Election Process **3 Credit Hours**
- PSCI 351 - Modern Africa **3 Credit Hours**
- PSCI 371 - Modern Middle East **3 Credit Hours**
- PSCI 387 - Modern Latin America **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 395 - Community Development **3 Credit Hours**
- SOC 396 - International Field Experience: Community Development **3 Credit Hours**

## Major

### Art - Fine Arts Option, BS/BA



The mission of the Peru State College Art Program is to prepare graduates who are capable and successful artists, designers, and teachers. The Art Program has three options available to students based upon their interest. The Fine Arts Option is for students who intend to continue on to graduate school, or find a career in the arts.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Fine Arts Option Requirements

### Art Core Requirements

- ART 101 - Drawing I **3 Credit Hours**
- ART 102 - Drawing II **3 Credit Hours**
- ART 120 - 2-D Design Foundation **3 Credit Hours**
- ART 204 - 3-D Design Foundation **3 Credit Hours**
- ART 217 - Art History I **3 Credit Hours**
- ART 218 - Art History II **3 Credit Hours**
- ART 322 - Modern & Contemporary Art **3 Credit Hours**
- ART 325 - Figure Drawing **3 Credit Hours**
- ART 330 - Printmaking **3 Credit Hours**
- ART 400 - Senior Exhibition/Portfolio **0 Credit Hours**

Art Core Total: 27

### Fine Art Option

- ART 220 - Introduction to Graphic Design **3 Credit Hours**
- ART 300 - Pottery **3 Credit Hours**
- ART 310 - Sculpture **3 Credit Hours**
- ART 311 - Painting **3 Credit Hours**
- ART 312 - Watercolor Painting **3 Credit Hours**
- ART 334 - Designer's & Artist's Professional Seminar **3 Credit Hours**

Option Total: 18

### Art Electives

(Select nine (9) hours from the following. Required courses on this list may be repeated for an additional six (6) hours.)

- ART 215 - Typography **3 Credit Hours**
- ART 300 - Pottery **3 Credit Hours**
- ART 310 - Sculpture **3 Credit Hours**
- ART 311 - Painting **3 Credit Hours**
- ART 312 - Watercolor Painting **3 Credit Hours**
- ART 313 - Illustration **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**
- ART 321 - Motion Graphics **3 Credit Hours**
- ART 330 - Printmaking **3 Credit Hours**
- ART 350 - Studio Activities **3 Credit Hours**
- Internship/Directed Study/Special Topic/Independent Study **1 to 4 Credit Hours**

Art Electives Total: 9

Major Total: 57

## **Art - Graphic Design Option, BS/BA**

The mission of the Peru State College Art Program is to prepare graduates who are capable and successful artists, designers, and teachers. The Art Program has three options available to students based upon their interest. The Graphic Design option is for students who would like to be a creative in the visual communication industry.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Graphic Design Option Requirements

#### Art Core Requirements

- ART 101 - Drawing I **3 Credit Hours**
- ART 102 - Drawing II **3 Credit Hours**
- ART 120 - 2-D Design Foundation **3 Credit Hours**

- ART 204 - 3-D Design Foundation **3 Credit Hours**
- ART 217 - Art History I **3 Credit Hours**
- ART 218 - Art History II **3 Credit Hours**
- ART 322 - Modern & Contemporary Art **3 Credit Hours**
- ART 325 - Figure Drawing **3 Credit Hours**
- ART 330 - Printmaking **3 Credit Hours**
- ART 400 - Senior Exhibition/Portfolio **0 Credit Hours**

Art Core Total: 27

### Graphic Design Option

- ART 215 - Typography **3 Credit Hours**
- ART 220 - Introduction to Graphic Design **3 Credit Hours**
- ART 313 - Illustration **3 Credit Hours**
- ART 316 - Visual Identity **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**
- ART 321 - Motion Graphics **3 Credit Hours**
- ART 333 - Design Studio **3 Credit Hours**
- ART 334 - Designer's & Artist's Professional Seminar **3 Credit Hours**

Option Total: 24

### Graphic Design Electives

(Select six (6) hours from the following. Required courses on this list may be repeated for an additional six (6) hours.)

- ART 215 - Typography **3 Credit Hours**
- ART 311 - Painting **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 316 - Visual Identity **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**
- ART 321 - Motion Graphics **3 Credit Hours**
- ART 333 - Design Studio **3 Credit Hours**

Electives Total: 6

Major Total: 57

## **Business Administration - Management, BAS**

Pursuit of the Bachelor of Applied Science degree requires the completion of a technical associate degree or the equivalent in prior course work and prior learning through life experience. The degree is typically designed for those interested in developing management skills to complement their technical background.

Thirty (30) semester hours of General Studies are required. A minimum of one course must be selected from each of the five General Studies topic areas. A minimum cumulative grade point average of 2.0 (4.0 scale) is required for all coursework completed at Peru State College.

Students wanting to pursue a Bachelor of Applied Science degree must complete the Additional BAS Requirements.

## General Studies Requirements

- COLLEGIATE SKILLS: Effective Communication
- COLLEGIATE SKILLS: Quantitative Reasoning - STAT 210 Required **3 Credit Hours**
- TECHNOLOGY AND ITS APPLICATIONS
- PERSPECTIVES ON VALUES, THOUGHT, AND AESTHETICS
- COMMUNITY, REGIONAL, AND GLOBAL STUDIES
- METHODS OF INQUIRY AND EXPLANATORY SCHEMA

Required General Studies Total: 30

## Business Core Requirements

- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours** (Senior Competency Course )

Business Core Total: 30

Electives and/or Transfer Credit: 60

Major Total: 120

## **Business Administration, Accounting Option, BS/BA**

The Accounting option prepares students for high-demand careers in financial reporting and management. Initial coursework is designed to prepare students for entry level accounting positions in government and private industry. Students who wish to take the Certified Public Accountant (CPA) examination will need to complete the additional requirements for the Public Accounting/CPA Focus.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Accounting Option Requirements

#### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements.)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

#### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**

- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

Accounting Option

- BUS 337 - Intermediate Accounting I **3 Credit Hours**
- BUS 338 - Intermediate Accounting II **3 Credit Hours**
- BUS 342 - Accounting Information Systems Design & Analysis **3 Credit Hours**
- BUS 371 - Cost/Managerial Accounting **3 Credit Hours**
- BUS 419 - Federal Income Taxes - Individual **3 Credit Hours**
- BUS 450 - Advanced Accounting **3 Credit Hours**
- BUS 451 - Governmental & Not-for-Profit Accounting **3 Credit Hours**
- BUS 470 - Auditing **3 Credit Hours**

Option Total: 24

Major Total: 57

Additional Requirements For CMA Focus

- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 372 - Advanced Cost/Managerial Accounting **3 Credit Hours**
- BUS 425 - Accounting Analytics **3 Credit Hours**

CMA Focus Total: 9

Additional Requirements For Public Accounting - CPA Focus

\*A total of 150 hours (no prior learning credit allowed) is required for CPA degree requirement.

- BUS 252 - Commercial Law **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 372 - Advanced Cost/Managerial Accounting **3 Credit Hours**
- BUS 420 - Federal Income Taxes - Corporate, Partnership, Fiduciary **3 Credit Hours**

- BUS 425 - Accounting Analytics **3 Credit Hours**
- BUS 471 - Advanced Auditing **3 Credit Hours**

CPA Focus Total: 18

## **Business Administration, Business Finance Option, BS/BA**

The Business Administration-Business Finance Option provides an undergraduate education for students seeking a career in business and consumer finance, especially in agency ownership or entry-level finance positions. Peru State College's Finance Option is unique in its emphasis on development of the knowledge and skills necessary to succeed in accounting, banking, consumer and corporate finance, financial services, investments, insurance, and risk management.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Business Finance Option Requirements**

#### **General Studies Requirements**

(All Business Majors must complete the following as part of their General Studies requirements.)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

#### **Business Core Requirements**

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**

- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours** (Senior Competency Course)
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

### Business Finance Option

- BUS 234 - Personal Financial Planning **3 Credit Hours**
- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 332 - Investments **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 446 - Financial Institutions and Markets **3 Credit Hours**

Select 3 of the following option courses:

\* For individuals considering a career as a Certified Financial Planner or Chartered Financial Analyst, consider these courses.

^ For individuals considering a career in banking or consumer credit, consider these courses.

- BUS 336 - Marketing Research **3 Credit Hours** \*
- BUS 337 - Intermediate Accounting I **3 Credit Hours** ^
- BUS 338 - Intermediate Accounting II **3 Credit Hours** ^
- BUS 347 - Consumer Behavior **3 Credit Hours** \*^
- BUS 355 - E-Marketing **3 Credit Hours** \*
- BUS 419 - Federal Income Taxes - Individual **3 Credit Hours** ^
- BUS 420 - Federal Income Taxes - Corporate, Partnership, Fiduciary **3 Credit Hours** ^
- BUS 425 - Accounting Analytics **3 Credit Hours** ^
- BUS 441 - Business Internship **3 Credit Hours** \*^
- BUS 450 - Advanced Accounting **3 Credit Hours** ^
- CMIS 360 - Cyber Security **3 Credit Hours** \*^

Option Total: 24



Major Total: 57

## **Business Administration, Computer and Management Information Systems Option, BS/BA**

The Computer and Management Information Systems (CMIS) option prepares students for employment in the development and use of computer-based systems that generate timely and accurate information used for managing an organization. Though a rigorous field of study, the financial rewards from completing a CMIS option can be particularly high, given the student acquires not only technical computer skills, but also a detailed understanding of the language, processes, and issues of the business world.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Computer and Management Information Systems Option Requirements**

#### **General Studies Requirements**

(All Business Majors must complete the following as part of their General Studies requirements)

- **BUS 201 - Organizational Communications 3 Credit Hours**
- **CMIS 101 - Information Systems Concepts & Applications 3 Credit Hours**
- **ECON 221 - Principles of Microeconomics 3 Credit Hours**
- **ECON 222 - Principles of Macroeconomics 3 Credit Hours**
- **MATH 112 - College Algebra 3 Credit Hours**
- **STAT 210 - Statistics 3 Credit Hours**

Required General Studies Total: 18

#### **Business Core Requirements**

- **BUS 214 - Introduction to Business Quantitative Methods 3 Credit Hours**
- **BUS 231 - Principles of Financial Accounting 3 Credit Hours**
- **BUS 232 - Principles of Managerial Accounting 3 Credit Hours**

- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

Computer & Management Information Systems Option

- BUS 342 - Accounting Information Systems Design & Analysis **3 Credit Hours**
- BUS 390 - Project Management **3 Credit Hours**
- CMIS 210 - Essentials of Computer Programming **3 Credit Hours**
- CMIS 310 - Network Administration & Implementation **3 Credit Hours**
- CMIS 360 - Cyber Security **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**
- CMIS 495 - Systems Project Development & Management **3 Credit Hours**

Option Total: 24

Major Total: 57

**Note:** Students pursuing a CMIS major are encouraged to complete the Graphic Design minor and the Mathematics minor.

## **Business Administration, Healthcare Business Administration Option, BS/BA**

This Healthcare Business Administration option is designed to provide a strong business core and healthcare focused courses. The focused healthcare course provides the student with skills that help to navigate the unique challenges of healthcare organizations including hospital, outpatient, and ancillary services.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Healthcare Business Administration Option Requirements

### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours** (Senior Competency Course)
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

### Healthcare Business Administration Option

- BUS 233 - Medical Terminology for Healthcare Business **3 Credit Hours**
- BUS 253 - Integrated Body Systems for Reimbursement **3 Credit Hours**
- BUS 330 - Healthcare Delivery Systems **3 Credit Hours**
- BUS 333 - Healthcare Management **3 Credit Hours**
- BUS 343 - Medical Sociology and Ethics **3 Credit Hours**
- BUS 423 - Healthcare Law, Policy and Compliance **3 Credit Hours**

- BUS 433 - Healthcare Classifications and Reimbursement **3 Credit Hours**

Option Total: 21

Major Total: 54

## **Business Administration, Human Resources and Risk Management Option, BS/BA**

The Human Resource and Risk Management option will provide students with an exceptionally strong human resources background, along with an understanding and application of risk management principles. Additionally, students are provided with technical skills in project management and database development and programming, which provide human resources professionals with the technical skills necessary to transition easily from college to the workforce.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Human Resources and Risk Management Option Requirements

#### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

#### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**

- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

Human Resources and Risk Management Option

- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 390 - Project Management **3 Credit Hours**
- BUS 460 - Employment Law **3 Credit Hours**
- BUS 461 - Compensation & Benefits **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Business Administration, Management and Leadership Option, BS/BA**

The Management and Leadership option provides a sophisticated general business education and prepares graduates for entry and mid-level supervisory and management positions. This option from Peru State is unique in its emphasis on management, project management, and leadership, while also allowing students to develop advanced technology skills in a customizable approach to support a wide array of career options.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Management and Leadership Option Requirements

### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

### Management and Leadership Option

- BUS 260 - Entrepreneurship **3 Credit Hours**
- BUS 365 - Leadership Theory and Practice **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 390 - Project Management **3 Credit Hours**

- BUS 493 - Team Design & Performance **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**

Choose one of the following courses:

- CMIS 310 - Network Administration & Implementation **3 Credit Hours**  
Or
- CMIS 360 - Cyber Security **3 Credit Hours**  
Or
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Business Administration, Marketing Option, BS/BA**

The Marketing option prepares graduates for a wide variety of high-demand careers in marketing and sales. Given the strategy development focus and case-oriented instructional approaches used in many of the marketing courses, this option is a particularly good preparation for students who eventually intend to pursue a Master of Business Administration (MBA) degree. Marketing students are also encouraged to develop graphic design and other creative skills by earning an Art Minor. See an advisor in the Art program for more details.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Marketing Option Requirements

#### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**

- **STAT 210 - Statistics 3 Credit Hours**

Required General Studies Total: 18

### Business Core Requirements

- **BUS 214 - Introduction to Business Quantitative Methods 3 Credit Hours**
- **BUS 231 - Principles of Financial Accounting 3 Credit Hours**
- **BUS 232 - Principles of Managerial Accounting 3 Credit Hours**
- **BUS 251 - Legal Environment & Contract Law 3 Credit Hours**
- **BUS 328 - Principles of Marketing 3 Credit Hours**
- **BUS 335 - Production/Operations Management 3 Credit Hours**
- **BUS 339 - Business Finance 3 Credit Hours**
- **BUS 373 - Organizational Behavior 3 Credit Hours**
- **BUS 480 - International Business 3 Credit Hours**
- **BUS 495 - Business Policy 3 Credit Hours (Senior Competency Course )**
- **CMIS 300 - Information Systems Management 3 Credit Hours**

Business Core Total: 33

### Marketing Option

- **BUS 329 - Integrated Marketing Communications 3 Credit Hours**
- **BUS 336 - Marketing Research 3 Credit Hours**
- **BUS 347 - Consumer Behavior 3 Credit Hours**
- **BUS 348 - Retail Management & Merchandising 3 Credit Hours**
- **BUS 350 - Professional Selling 3 Credit Hours**
- **BUS 355 - E-Marketing 3 Credit Hours**
- **BUS 491 - Strategic Marketing Management 3 Credit Hours**
- **CMIS 410 - Web Page Development & Programming 3 Credit Hours**

Option Total: 24

Major Total: 57

## **Business Administration, Public Administration Option, BS/BA**

The Public Administration option develops student competencies in leadership and management issues that public and nonprofit organizations encounter at the local, regional and national levels.



A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Public Administration Option Requirements

#### General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

#### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours** (Senior Competency Course )
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

#### Public Administration Option

- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**

- BUS 390 - Project Management **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSCI 426 - American Constitutional Law **3 Credit Hours**
- PSCI 468 - Public Administration **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Business Administration, Sports and Community Leadership & Operations Option, BS/BA**

The Sports and Community Leadership and Operations option of the BSBA program provides students with the opportunity to develop critical thinking, problem-solving, and decision-making skills, as well as an understanding of the unique challenges and opportunities in the sports industry and leading community organizations. Students in this degree program may seek advanced studies in sports management, sports leadership, college coaching, and community organization leadership.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements

### **Sports and Community Leadership & Operations Option Requirements**

General Studies Requirements

(All Business Majors must complete the following as part of their General Studies requirements)

- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**

- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 18

### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours** (Senior Competency Course)
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

### Sports and Community Leadership & Operations Option Requirements

- BUS 260 - Entrepreneurship **3 Credit Hours**
- BUS 347 - Consumer Behavior **3 Credit Hours**
- BUS 365 - Leadership Theory and Practice **3 Credit Hours**
- BUS 441 - Business Internship **Credits / Units: 3**
- BUS 441 - Business Internship **Credits / Units: 3**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- HPER 204 - Coaching Athletics: Theory & Practice **2 Credit Hours**
- HPER 215 - First Aid/CPR/AED: Adult, Child and Baby **1 Credit Hours**
- HPER 310 - Psychology of Sports & Physical Activities **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Criminal Justice, Justice Administration Option, BS/BA**

The Justice Administration option is for students who are interested in developing career-enhancing leadership/management skills.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Justice Administration Option Requirements**

#### Required Program Prerequisites

Required program prerequisites may also be used to satisfy general studies requirements.

- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**

#### Criminal Justice Core Requirements

- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 220 - Introduction to Corrections **3 Credit Hours**
- CJUS 230 - Policing **3 Credit Hours**
- CJUS 330 - Research Methods **3 Credit Hours**
- CJUS 340 - Criminal Procedures & the Courts **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 390 - Ethics in Criminal Justice **3 Credit Hours**
- CJUS 401 - Homeland Security **3 Credit Hours**
- CJUS 410 - Juvenile Delinquency **3 Credit Hours**
- CJUS 495 - Seminar in Criminal Justice **3 Credit Hours**

Criminal Justice Core Total: 33

### **Justice Administration Option Requirements**

(Select 8 of the following courses)

- BUS 201 - Organizational Communications **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 313 - Loss Prevention **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**

- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 414 - Supervisory Skills & Practices **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- CJUS 190 - Criminal Law **3 Credit Hours**
- CJUS 308 - Community-Based Corrections **3 Credit Hours**
- CJUS 350 - Sexual Deviance & Violence **3 Credit Hours**
- CJUS 391 - Intelligence and Crime Analysis **3 Credit Hours**
- CJUS 441 - Criminal Justice Internship **3 Credit Hours**
- CJUS 450 - Criminalistics **3 Credit Hours**
- CJUS 455 - Organization & Administration of Justice **3 Credit Hours**
- CJUS 490 - Comparative Justice & Human Services Systems **3 Credit Hours**
- CJUS 491 - International Field Experience **3 Credit Hours**
- CJUS 498 - Special Topics in Criminal Justice **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**
- CMIS 360 - Cyber Security **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**
- COUN 410 - Addictions **3 Credit Hours** (only offered on campus)
- EDUC 365 - Child Abuse & Neglect Detection **3 Credit Hours**
- HP 301 - Analysis of Evil I **3 Credit Hours**
- HP 302 - Analysis of Evil II **3 Credit Hours**
- HP 311 - Forensic Psychology **3 Credit Hours**
- PSYC 420 - Social Influence, Compliance & Obedience **3 Credit Hours**
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 322 - The World's Religions **3 Credit Hours**
- SOC 340 - The Family **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Criminal Justice, Justice Counseling Option BS/BA**

The Justice Counseling option is for students who are interested in human services related education. Students may take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses which are indicated with an asterisk (\*) below. To earn the PLADC credential, in addition to completing the

required courses, students must complete 300 hours of supervised field experience and pass the required examination.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Justice Counseling Option Requirements**

#### Required Program Prerequisites

Required program prerequisites may also be used to satisfy general studies requirements.

- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**

#### Criminal Justice Core Requirements

- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 220 - Introduction to Corrections **3 Credit Hours**
- CJUS 230 - Policing **3 Credit Hours**
- CJUS 330 - Research Methods **3 Credit Hours**
- CJUS 340 - Criminal Procedures & the Courts **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 390 - Ethics in Criminal Justice **3 Credit Hours**
- CJUS 401 - Homeland Security **3 Credit Hours**
- CJUS 410 - Juvenile Delinquency **3 Credit Hours**
- CJUS 495 - Seminar in Criminal Justice **3 Credit Hours**

Criminal Justice Core Total: 33

### **Justice Counseling Option Requirements**

(Select 8 of the following courses)

- CJUS 190 - Criminal Law **3 Credit Hours**
- CJUS 308 - Community-Based Corrections **3 Credit Hours**

- CJUS 350 - Sexual Deviance & Violence **3 Credit Hours**
- CJUS 391 - Intelligence and Crime Analysis **3 Credit Hours**
- CJUS 441 - Criminal Justice Internship **3 Credit Hours**
- CJUS 450 - Criminalistics **3 Credit Hours**
- CJUS 490 - Comparative Justice & Human Services Systems **3 Credit Hours**
- CJUS 491 - International Field Experience **3 Credit Hours**
- CJUS 498 - Special Topics in Criminal Justice **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**
- CMIS 360 - Cyber Security **3 Credit Hours**
- COUN 300 - Professional Ethics **3 Credit Hours** \*
- COUN 310 - Techniques of Counseling **3 Credit Hours** \*
- COUN 320 - Assessment, Evaluation & Casework Management **3 Credit Hours** \*
- COUN 330 - Diversity Issues in Counseling **3 Credit Hours** \*
- COUN 390 - Group Work **3 Credit Hours** \*
- COUN 410 - Addictions **3 Credit Hours** \*
- COUN 420 - Medical & Treatment Issues in Chemical Dependency **3 Credit Hours** \*
- EDUC 365 - Child Abuse & Neglect Detection **3 Credit Hours**
- HP 301 - Analysis of Evil I **3 Credit Hours**
- HP 302 - Analysis of Evil II **3 Credit Hours**
- HP 311 - Forensic Psychology **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours** \*
- PSYC 420 - Social Influence, Compliance & Obedience **3 Credit Hours** \*
- PSYC 450 - Abnormal Psychology **3 Credit Hours** \*
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 322 - The World's Religions **3 Credit Hours**
- SOC 340 - The Family **3 Credit Hours**
- SPED 500 - Inclusionary Practices for Special Education **3 Credit Hours**
- SPED 540 - Behavior Management **3 Credit Hours** \*\*

Option Total: 24

Major Total: 57

\*Approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses. To earn PLADC, in addition to completing the required courses, students must

complete 300 hours of supervised field experience and pass the required examination. PLADC classes are offered on campus only.

\*\*Graduate courses taken towards the Bachelor degree will not count toward a Master degree program.

## **Criminal Justice, Legal Studies Option, BS/BA**

The Legal Studies option is designed to better serve students who seek careers in law, the court system, or in public administration.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Legal Studies Option Requirements**

#### Required Program Prerequisites

Required program prerequisites may also be used to satisfy general studies requirements.

- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**

#### Criminal Justice Core Requirements

- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 220 - Introduction to Corrections **3 Credit Hours**
- CJUS 330 - Research Methods **3 Credit Hours**
- CJUS 340 - Criminal Procedures & the Courts **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 390 - Ethics in Criminal Justice **3 Credit Hours**
- CJUS 401 - Homeland Security **3 Credit Hours**
- CJUS 410 - Juvenile Delinquency **3 Credit Hours**
- CJUS 495 - Seminar in Criminal Justice **3 Credit Hours**

Criminal Justice Core Total: 33



## Legal Studies Option Requirements

(Select 8 of the following courses)

- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 252 - Commercial Law **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- CJUS 190 - Criminal Law **3 Credit Hours**
- CJUS 308 - Community-Based Corrections **3 Credit Hours**
- CJUS 350 - Sexual Deviance & Violence **3 Credit Hours**
- CJUS 391 - Intelligence and Crime Analysis **3 Credit Hours**
- CJUS 441 - Criminal Justice Internship 3 Credit Hours
- CJUS 450 - Criminalistics **3 Credit Hours**
- HP 311 - Forensic Psychology **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSCI 426 - American Constitutional Law **3 Credit Hours**
- PSCI 468 - Public Administration **3 Credit Hours**
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 322 - The World's Religions **3 Credit Hours**
- SOC 340 - The Family **3 Credit Hours**

Option Total: 24

Major Total: 57

## **Educational Studies, BS/BA**

The Educational Studies option is available to students who are interested in preparation for working in alternative instructional positions not requiring formal teacher certification. This degree option would be suitable for individuals interested in careers such as non-certified staff positions in public schools, professional development and workforce training, employment in experiential education settings, etc.

As with all Education degree options, students must successfully meet all criteria for admission to teacher education in order to access restricted education and special education courses. Students completing this degree option will not be eligible to apply for student teaching. Please see catalog descriptions regarding prerequisites and co-requisites.

In addition to the Educational Core coursework, students must complete 30 additional credits of upper-level coursework in **Education or Special Education**. Students will develop an individualized program of study based on their interests and identified career goals.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Educational Studies

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 426 - Seminar in Educational Studies **3 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Educational Core Total: 21

### Upper-division Coursework

- Additional credits of upper-division coursework in Education or Special Education **30 Credit Hours**

Educational Studies Core Total: 51

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **English, English Option, BS/BA**

A student must complete the following core requirements in addition to a selected option and the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **English Option Requirements**

#### English Core Requirements

- ENG 222 - World Literature to 1500 **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- ENG 302 - Literary Theory **3 Credit Hours**
- ENG 450 - English Seminar **3 Credit Hours**

English Core Total: 12

#### Additional English Requirements

- ENG 322 - British Literature I - Early British Literature to 1780 **3 Credit Hours**  
**Or**
- ENG 323 - British Literature II - 1780 to Present **3 Credit Hours**
- ENG 326 - American Literature I **3 Credit Hours**  
**Or**
- ENG 327 - American Literature II **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**
- JOUR 234 - Beginning Journalism **3 Credit Hours**

#### Genre Requirements

- ENG 225 - Short Story **3 Credit Hours**
- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 330 - Modern Poetry & Drama **3 Credit Hours**

English Additional Requirements Total: 21

#### English Electives

(Select 6 courses from the following electives)

- ENG 203 - Literature for Children through Adolescence **3 Credit Hours**
- ENG 306 - Nebraska Literature **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 320 - Science Fiction Literature & Film **3 Credit Hours**
- ENG 357 - Interpretive Reading **3 Credit Hours**
- ENG 360 - Comics as Literature **3 Credit Hours**
- ENG 362 - Women Writers **3 Credit Hours**
- ENG 375 - Film Study **3 Credit Hours**
- ENG 440 - History of the English Language **3 Credit Hours**
- JOUR 232 - Social Media Theory & Practice **3 Credit Hours**

English Electives Total: 18

Major Total: 51

## **English, Language Arts Option, BS/BA**

A student must complete the following core requirements in addition to a selected option and the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Language Arts Option Requirements**

English Core Requirements

- ENG 222 - World Literature to 1500 **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- ENG 302 - Literary Theory **3 Credit Hours**
- ENG 450 - English Seminar **3 Credit Hours**

English Core Total:12

Additional English Requirements

- ENG 322 - British Literature I - Early British Literature to 1780 **3 Credit Hours**

**Or**

- ENG 323 - British Literature II - 1780 to Present **3 Credit Hours**
- ENG 326 - American Literature I **3 Credit Hours**

**Or**

- ENG 327 - American Literature II **3 Credit Hours**
- ENG 357 - Interpretive Reading **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**
- JOUR 100 - Introduction to Mass Communications **3 Credit Hours**
- JOUR 234 - Beginning Journalism **3 Credit Hours**
- JOUR 235 - Narrative Journalism **3 Credit Hours**
- JOUR 401 - Journalism Practicum **1 Credit Hours**
- THEA 232 - Introduction to Theatre **3 Credit Hours**
- THEA 355 - Principles of Play Production **0 to 4 Credit Hours**

English Additional Requirements Total: 27

English Electives

(Select 4 courses from the following electives)

- ENG 203 - Literature for Children through Adolescence **3 Credit Hours**
- ENG 225 - Short Story **3 Credit Hours**
- ENG 306 - Nebraska Literature **3 Credit Hours**
- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 320 - Science Fiction Literature & Film **3 Credit Hours**
- ENG 330 - Modern Poetry & Drama **3 Credit Hours**
- ENG 360 - Comics as Literature **3 Credit Hours**
- ENG 362 - Women Writers **3 Credit Hours**
- ENG 375 - Film Study **3 Credit Hours**
- ENG 440 - History of the English Language **3 Credit Hours**
- JOUR 232 - Social Media Theory & Practice **3 Credit Hours**

English Electives Total: 12

Major Total: 51

**Exercise Science, BS/BA**

The Exercise Science option focuses on the anatomy, physiology, biochemistry, and biophysics of human movement with direct application to the fields of physical therapy, occupational therapy, athletic training, and post- undergraduate clinical research and employment.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## **Health, Physical Education, and Recreation Exercise Science Requirements**

### Health, Physical Education, And Recreation Core Requirements

- HPER 219 - Techniques of the Olympic Lifts **1 Credit Hours**
- HPER 222 - Structural Kinesiology **3 Credit Hours**
- HPER 310 - Psychology of Sports & Physical Activities **3 Credit Hours**
- HPER 325 - Prevention & Care of Sports Injuries **3 Credit Hours**
- HPER 360 - Physiology of Exercise **3 Credit Hours**
- HPER 430 - Sports Nutrition **3 Credit Hours**

HPER Core Total: 16

### Exercise Science Option

- BIOL 130 - General Biology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- CHEM 101 - General Chemistry I **4 Credit Hours**
- HPER 199 - First Year Seminar in Kinesiology **2 Credit Hours**
- HPER 290 - Research Opportunities in Kinesiology **3 Credit Hours**
- HPER 419 - Neuromechanics of Human Movement **3 Credit Hours**
- HPER 420 - Mechanical Kinesiology **3 Credit Hours**
- HPER 433 - Applied Exercise Science **3 Credit Hours**
- HPER 434 - Senior Seminar in Kinesiology **3 Credit Hours**
- HPER 441 - HPER Internship - HPER Internship **Credits / Units: 3**
- PHYS 201 - General Physics I **5 Credit Hours**

Option Total: 41

Major Total: 57

## **Interdisciplinary Studies BS/BA**

Before applying for an individualized major, students should consult with their advisor about the possibility of pursuing an existing major.

Students with well-defined educational goals that are not met by any of the majors listed in the catalog may submit a proposal to create an Interdisciplinary Major.

The major should be distinct from existing majors and use a set of courses to create an intentional, integrated and outcome-based program of study. The proposal must include:

1. A statement that describes the student's goal and the relevance of the major to his/her career or personal interests.
2. A list of 4-6 student learning outcomes for the program.
3. A list of the courses to be included in the program of study.
4. A preliminary description of the proposed capstone project.

The proposed program of study must meet these requirements:

- The courses identified must form an integrated plan and include 48-57 credits of coursework, of which 30 hours must be upper level (courses numbered 300 or above).
  - At least 30 credits must come from a primary discipline
  - At least 12 credits must come from one additional discipline.
- A culminating experience which may include a capstone course, capstone project, thesis or internship.
- No more than 6 credit hours of independent study (independent of thesis research) should be included in the major.

Students pursuing an Individualized Major must also complete all other applicable College graduation requirements, which include but are not limited to taking COLL 101, completing 120 credits, completing 40 upper division credits, and completing the General Studies requirements.

Students will select an advisor from the academic program which has the majority of the credits in the plan of study. They may also have an advisor from a secondary area.

The proposal must be approved by the advisor, appropriate Dean, and Vice President for Academic Affairs. Once the major is approved, the student will complete the program under the direction of his/her advisor and Dean. Any changes made after the initial approval must be reviewed and approved by the advisor and the Dean.

Students must have a minimum GPA of 3.0 at the time they request the Individualized Major. Students can apply for the major beginning with their second semester at the College and must apply prior to the end of their fifth semester (typically the Fall of the Junior year). A maximum of 12 credit hours completed prior to the submission of your IMP proposal may normally be counted for the IMP major.

All students pursuing an individualized major must complete a culminating experience. The experience must demonstrate (or align to) the learning outcomes initially established in the student's proposal and meet the expectations of the advisor. With any of the options below, students will provide a public presentation of some aspect of their culminating experience. Options include:

- A senior seminar class in one of the areas of focus with consent of the instructor.
- Pursue an independent study with a faculty member, which may include a research thesis.
- Complete an internship with a business or organization.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## **Liberal Arts, BA**

The Liberal Arts major at Peru State builds on the broad General Studies foundation at the college or on a similar foundation in the previous experience of transfer students. The major is dedicated to developing intellectually well-rounded individuals who wish to attain a broad-based undergraduate education. It allows flexibility in selecting concentration fields, facilitating the exploration of multiple areas of interest. Candidates for the Liberal Arts major must fulfill all requirements for the BA degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Internship/Directed Study/Special Topic/Independent Study



## Additional BA Requirements

### **Liberal Arts Core Requirements**

- Upper Division Literature **3 Credit Hours**
- Upper Division Art **3 Credit Hours**  
**Or**
- Upper Division Music **3 Credit Hours**
- Upper Division History **3 Credit Hours**
- Upper Division Political Science **3 Credit Hours**
- PHIL 201 - Introduction to Philosophy **3 Credit Hours**  
**Or**
- MATH 230 - Foundations of Mathematical Thought **3 Credit Hours**

Liberal Arts Core Total: 15

### Concentration Fields

Select twenty-one (21) hours from each of two (2) of the following concentration areas

- Art
- English/Journalism
- History/Political Science
- Music
- Science/Math
- Sociology/Psychology/Anthropology

Concentration Total: 42

Major Total: 57

At least 50% of the total concentration must be upper-division. At least one capstone class must be included.

### **Mathematics, BS/BA**

The Mathematics Major has two (2) options: a Mathematics option, and a Mathematics Field Endorsement (7-12). Students completing a Mathematics degree must take STAT 210 to fulfill General Studies requirements.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Mathematics Requirements

### Required Program Prerequisites

- STAT 210 - Statistics **3 Credit Hours**

### Mathematics Core Requirements

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- MATH 226 - Calculus with Analytic Geometry II **5 Credit Hours**
- MATH 230 - Foundations of Mathematical Thought **3 Credit Hours**
- MATH 306 - Modern Algebra **3 Credit Hours**
- MATH 327 - Calculus with Analytic Geometry III **3 Credit Hours**
- MATH 418 - Linear Algebra **3 Credit Hours**
- MATH 490 - Seminar in Mathematical Research **1 Credit Hours**

Mathematics Core Total: 23

### Additional Program Requirements

- MATH 328 - Differential Equations **3 Credit Hours**
- MATH 420 - Introduction to Real Analysis **3 Credit Hours**
- STAT 440 - Advanced Statistics **3 Credit Hours**

### Science Sequence

(Choose one (1) course sequence from the following)

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- Or**
- PHYS 201 - General Physics I **5 Credit Hours**

- **PHYS 202 - General Physics II 5 Credit Hours**

#### Mathematics Electives

(Select nine (9) hours (at least three (3) courses) from the following)

- **MATH 304 - Modern Geometry 3 Credit Hours**
- **MATH 404 - Mathematical Modeling 3 Credit Hours**
- **MATH 430 - Introduction to Combinatorics 3 Credit Hours**
- Independent Study and/or Special topics in Mathematics may be applied toward the major with the consent of the Dean of the School. **3 Credit Hours**

Option Total: 26 to 28

Major Total: 49 to 51

## **Music - Community Music and Private Studio Option, BS/BA**

The Music Education (K-12 endorsements), Community Music, Music Performance, Music Marketing, and Private Studio option, and the Music Minor are open to all students who have the ability to read music and perform on a wind or percussion instrument, piano, or as a vocalist.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Community Music and Private Studio Option Requirements**

#### Music Core Requirements

- **MUSC 112 - Class Piano I 1 Credit Hours**
- **MUSC 114 - Class Piano II 1 Credit Hours**
- **MUSC 145 - Music Theory I 3 Credit Hours**
- **MUSC 212 - Class Piano III 1 Credit Hours**
- **MUSC 245 - Music Theory II 3 Credit Hours**
- **MUSC 442 - Music History from 1750 - Present 3 Credit Hours**

Music Core Total: 12

### Community Music And Private Studio Option

- MUSC 214 - Class Piano IV **1 Credit Hours**
- MUSC 253 - Elementary Music Methods for Music Majors **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**
- MUSC 321 - Choral Methods I **3 Credit Hours**
- MUSC 322 - Band Methods I **3 Credit Hours**
- MUSC 345 - Music Theory III **3 Credit Hours**
- MUSC 441 - Music History from Antiquity - 1750 **3 Credit Hours**
- MUSC 445 - Music Theory IV **3 Credit Hours**
- MUSC 462 - Conducting **3 Credit Hours**
- Internship/Directed Study/Special Topic/Independent Study **2 Credit Hours \*\***
- Internship/Directed Study/Special Topic/Independent Study **2 Credit Hours \*\***

### Music Performance Requirements

- MUSC 100 - Music Major Forum **0 Credit Hours** (7 semesters required)
- Internship/Directed Study/Special Topic/Independent Study **0 Credit Hours**

### Large Ensemble Performance

(required each semester)

Ensemble of primary of Instrument/Voice Instrumentalists=Concert Band

Vocalists=Concert Choir

- MUSC 101 - Concert Band **0 to 1 Credit Hours**  
**Or**
- MUSC 102 - Concert Choir **0 to 1 Credit Hours**

### Applied Music on Primary Instrument/Voice

- MUSC 120 - Applied Music **1 Credit Hours**
- MUSC 220 - Applied Music **1 to 2 Credit Hours**
- MUSC 320 - Applied Music **1 to 2 Credit Hours**
- MUSC 420 - Applied Music **1 to 2 Credit Hours**

Option Total: 45

Major Total: 57

\*\*Students may substitute MUSC 497 and MUSC 499 with the permission of the Advisor and Dean.

## **Music - Music Performance Option, BS/BA**

The Music Education (K-12 endorsements), Community Music, Music Performance, Music Marketing, and Private Studio option, and the Music Minor are open to all students who have the ability to read music and perform on a wind or percussion instrument, piano, or as a vocalist.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Music Performance Option Requirements**

#### Music Core Requirements

- MUSC 112 - Class Piano I **1 Credit Hours**
- MUSC 114 - Class Piano II **1 Credit Hours**
- MUSC 145 - Music Theory I **3 Credit Hours**
- MUSC 212 - Class Piano III **1 Credit Hours**
- MUSC 245 - Music Theory II **3 Credit Hours**
- MUSC 442 - Music History from 1750 - Present **3 Credit Hours**

Music Core Total: 12

#### Music Performance Option

- MUSC 214 - Class Piano IV **1 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**
- MUSC 345 - Music Theory III **3 Credit Hours**
- MUSC 441 - Music History from Antiquity - 1750 **3 Credit Hours**
- MUSC 445 - Music Theory IV **3 Credit Hours**
- MUSC 462 - Conducting **3 Credit Hours**
- MUSC 497 - Practicum in Studio Teaching/Community **2 Credit Hours**

## Music Performance Requirements

- MUSC 100 - Music Major Forum **0 Credit Hours** (required each semester)
- MUSC 200 - Piano Proficiency **0 Credit Hours**

## Large Ensemble Performance

(required each semester)

Ensemble of Primary of Instrument/Voice Instrumentalists=Concert Band

Vocalists=Concert Choir

- MUSC 101 - Concert Band **0 to 1 Credit Hours**
- Or**
- MUSC 102 - Concert Choir **0 to 1 Credit Hours**

Applied music on primary instrument/voice

- MUSC 120 - Applied Music **1 Credit Hours**
- MUSC 220 - Applied Music **1 to 2 Credit Hours**
- MUSC 320 - Applied Music **1 to 2 Credit Hours**
- MUSC 420 - Applied Music **1 to 2 Credit Hours**
- MUSC 340 - Junior Recital **1 Credit Hours**
- MUSC 440 - Senior Recital **1 Credit Hours**

Option Total: 42

Major Total: 54

## **Natural Science, Biochemical Science Option, BS/BA**

The Biochemical Science option is designed for students planning to enroll in post-graduate (M.S., Ph.D.) or professional school (e.g., Medical or Pharmacy School) or begin a career in industrial, agricultural, or environmental chemistry after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## **Biochemical Science Option Requirements**

### Natural Science Core Requirements

#### Organismal Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

#### Biological Chemistry

- BIOL 330 - Cellular Biology **3 Credit Hours**
- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

#### Final Defense

- BIOL 495 - Senior Competency Exam **0 Credit Hours**

Natural Science Core Total: 33

## **Biochemical Science Option**

#### Advanced Biological Chemistry and Systems

- CHEM 210 - Analytical Chemistry **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Choose one of the following courses:

- BIOL 315 - Introductory Immunology **3 Credit Hours**  
**Or**
- CHEM 220 - Introduction to Nanotechnology & Its Application **4 Credit Hours**  
**Or**
- CHEM 461 - Molecular Biology & Molecular Techniques **4 Credit Hours**

Capstone/Practicum:

**Choose one of the following courses:**

- BIOL 412 - Experimental Biology **3 Credit Hours**  
**Or**
- BIOL 490 - Undergraduate Research Thesis **3 Credit Hours**  
**Or**
- CHEM 490 - Undergraduate Research Thesis **3 to 6 Credit Hours**

Option Total: 24 to 25

Major Total: 57 to 58

## **Natural Science, Biological Science Option, BS/BA**

The Biological Science option is designed for students planning to enroll in a graduate (M.S., Ph.D) or professional school (e.g., medical or veterinary school) after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Biological Science Option Requirements**

Natural Science Core Requirements

Organismal Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

Biological Chemistry

- BIOL 330 - Cellular Biology **3 Credit Hours**



- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Final Defense

- BIOL 495 - Senior Competency Exam **0 Credit Hours**

Natural Science Core Total: 33

Biological Science Option

Systems Biology

- ESCI 230 - Limnology **4 Credit Hours**

Organismal Biology:

Choose three of the following courses including 1 Invertebrate Biology course and 1 Vertebrate Biology course:

Invertebrate Biology

- BIOL 365 - Entomology: the Natural History of Great Plains Insects **4 Credit Hours**
- BIOL 370 - Natural History of Invertebrates **4 Credit Hours**
- BIOL 380 - Invertebrate Zoology **4 Credit Hours**
- BIOL 398 - Human Parasitology **4 Credit Hours**

Vertebrate Biology

- BIOL 420 - Comparative Anatomy & Evolution of the Vertebrates **4 Credit Hours**
- BIOL 426 - Vertebrate Diversity **4 Credit Hours**

Organismal Biology Total: 12

Homeostatic Systems:

Choose one of the following:

- BIOL 312 - Human Physiology **4 Credit Hours**
- Or**
- BIOL 315 - Introductory Immunology **3 Credit Hours**

**Or**

- BIOL 385 - Disease & Epidemiology **3 Credit Hours**

Capstone/Practicum:

Choose one of the following:

- BIOL 412 - Experimental Biology **3 Credit Hours**

**Or**

- BIOL 490 - Undergraduate Research Thesis **3 Credit Hours**

Option Total: 22 to 23

Major Total: 55 to 56

\*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

## **Natural Science, Disease and Human Health Option, BS/BA**

The Disease and Human Health option is designed for students planning to enroll in a graduate (M.S., Ph.D) program in epidemiology and public health or professional school in medical or human health care after completion of the baccalaureate degree.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Disease and Human Health Option Requirements**

Natural Science Core Requirements

Organismal Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**

- BIOL 404 - Genetics **3 Credit Hours**

#### Biological Chemistry

- BIOL 330 - Cellular Biology **3 Credit Hours**
- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

#### Final Defense

- BIOL 495 - Senior Competency Exam **0 Credit Hours**

Natural Science Core Total: 33

#### Disease And Human Health Option

##### Human Systems Biology

- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 315 - Introductory Immunology **3 Credit Hours**

##### Biology of Disease:

Choose three (3) of the following courses:

- BIOL 340 - Virology **3 Credit Hours**
- BIOL 385 - Disease & Epidemiology **3 Credit Hours**
- BIOL 398 - Human Parasitology **4 Credit Hours**
- HP 305 - Microscopic Monarchs: Disease in History **3 Credit Hours**

##### Capstone/Practicum:

Choose one (1) of the following courses:

- BIOL 412 - Experimental Biology **3 Credit Hours**
- Or**
- BIOL 490 - Undergraduate Research Thesis **3 Credit Hours**

Option Total: 23-24

Major Total: 56-57

\*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

## **Natural Science, Nuclear Technology Option, BS/BA**

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

For information on the Nuclear Technology program, please email the School of Arts & Sciences at [artsandsciences@peru.edu](mailto:artsandsciences@peru.edu).

## **Natural Science, Wildlife Ecology Option, BS/BA**

The Wildlife Ecology option is designed for students interested in careers in conservation management, environmental science, resource management, and wildlife-related fields, including as officers or rangers in governmental agencies and positions in allied non-governmental organizations.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Wildlife Ecology Option Requirements**

#### Natural Science Core Requirements

##### Organismal Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

##### Biological Chemistry

- BIOL 330 - Cellular Biology **3 Credit Hours**
- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

## Final Defense

- BIOL 495 - Senior Competency Exam **0 Credit Hours**

Natural Science Core Total: 33

## Wildlife Ecology Option

### Systems Biology

- ESCI 230 - Limnology **4 Credit Hours**

### Wildlife Ecology

- BIOL 350 - Conservation & Management **3 Credit Hours**
- BIOL 351 - Introduction to Geographical Information Systems **1 Credit Hours**
- BIOL 355 - Wildlife Techniques **3 Credit Hours**

### Invertebrate Biology:

Choose one (1) of the following courses:

- BIOL 365 - Entomology: the Natural History of Great Plains Insects **4 Credit Hours**  
**Or**
- BIOL 370 - Natural History of Invertebrates **4 Credit Hours**  
**Or**
- BIOL 380 - Invertebrate Zoology **4 Credit Hours**  
**Or**
- BIOL 398 - Human Parasitology **4 Credit Hours**

### Vertebrate Biology

- BIOL 420 - Comparative Anatomy & Evolution of the Vertebrates **4 Credit Hours**
- BIOL 426 - Vertebrate Diversity **4 Credit Hours**

### Capstone/Practicum:

Choose one (1) of the following:

- BIOL 414 - Internship in Wildlife Management **1 to 12 Credit Hours**  
**Or**

- BIOL 490 - Undergraduate Research Thesis **3 Credit Hours**

Option Total: 24

Major Total: 57

\*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

## **Psychology, BS/BA**

The Psychology major prepares students for graduate study as well as for careers where strong human services skills are necessary. Students may take approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses which are indicated with an asterisk (\*) below. To earn the PLADC credential, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. Psychology majors are encouraged to take Spanish in their general studies program.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C- " will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Psychology Requirements**

#### **Required Program Prerequisites**

(Satisfies General Studies Requirements)

- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**

#### **Psychology Core Requirements**

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours** \*
- PSYC 305 - Social Psychology **3 Credit Hours**
- PSYC 320 - Cognitive Psychology **3 Credit Hours**
- PSYC 330 - Research Methods **3 Credit Hours**
- PSYC 345 - Psychology of Personality **3 Credit Hours**

- PSYC 410 - Experimental Psychology **3 Credit Hours**
- PSYC 431 - Psychological Tests & Measurements **3 Credit Hours**
- PSYC 440 - Biological Psychology **3 Credit Hours**
- PSYC 450 - Abnormal Psychology **3 Credit Hours**
- PSYC 495 - Seminar in Psychology **3 Credit Hours**

Core Total: 33

### Additional Psychology Requirements

(Select eight (8) of the following courses)

- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 490 - Comparative Justice & Human Services Systems **3 Credit Hours**
- CJUS 491 - International Field Experience **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**
- COUN 300 - Professional Ethics **3 Credit Hours** \*
- COUN 310 - Techniques of Counseling **3 Credit Hours** \*
- COUN 320 - Assessment, Evaluation & Casework Management **3 Credit Hours** \*
- COUN 330 - Diversity Issues in Counseling **3 Credit Hours** \*
- COUN 390 - Group Work **3 Credit Hours** \*
- COUN 410 - Addictions **3 Credit Hours** \*
- COUN 420 - Medical & Treatment Issues in Chemical Dependency **3 Credit Hours** \*
- COUN 430 - Field Work Practicum **1 Credit Hours** \*
- EDUC 365 - Child Abuse & Neglect Detection **3 Credit Hours**
- EDUC 533 - Classroom Management and Leadership **3 Credit Hours** \*\*
- HP 301 - Analysis of Evil I **3 Credit Hours**
- HP 302 - Analysis of Evil II **3 Credit Hours**
- PSYC 300 - Contemporary Issues in Psychology **3 Credit Hours**
- PSYC 380 - Adolescent Psychology **3 Credit Hours**

- PSYC 420 - Social Influence, Compliance & Obedience **3 Credit Hours**
- PSYC 441 - Psychology Internship **3 Credit Hours**
- PSYC 442 - Psychology Internship **3 Credit Hours**
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 340 - The Family **3 Credit Hours**
- SPED 500 - Inclusionary Practices for Special Education 3 Credit Hours \*\*
- SPED 540 - Behavior Management **3 Credit Hours** \*\*

Option Total: 24

Major Total: 57

\*Approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses. To earn PLADC, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination. PLADC classes are offered on campus only.

\*\*Graduate courses taken towards the Bachelor degree will not count toward a Master degree program.

## **Social Science, History Option, BS/BA**

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **History Option Requirements**

#### Social Science Core Requirements

- HIST 113 - American History Before 1865 **3 Credit Hours**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- HIST 329 - History of Nebraska **3 Credit Hours**
- HIST 425 - Seminar in American History **3 Credit Hours**

History Core Total: 18



### Additional History Requirements

- HIST \*\*\* Upper Division (300 level or higher) American History **12 Credit Hours**
- HIST \*\*\* Upper Division (300 level or higher) World History **9 Credit Hours**

Additional Requirements Total: 21

### History Option Requirements

- ANTH 225 - Introduction to Cultural Anthropology **3 Credit Hours**
- GEOG 103 - Human Geography **3 Credit Hours**
- HIST 225 - Introduction to Historical Methods **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 426 - American Constitutional Law **3 Credit Hours**

Option Total: 15

Major Total: 54

## **Social Science, Social Science Option, BS/BA**

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Social Science Option Requirements**

#### Social Science Core Requirements

- HIST 113 - American History Before 1865 **3 Credit Hours**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- HIST 329 - History of Nebraska **3 Credit Hours**
- HIST 425 - Seminar in American History **3 Credit Hours** (capstone experience)

Social Science Core Total: 18

### Additional History Requirements

- HIST \*\*\* Upper Division (300 level or higher) American History **6 Credit Hours**
- HIST \*\*\* Upper Division (300 level or higher) World History **3 Credit Hours**

Additional History Requirements Total: 9

### Social Science

Complete six (6) hour blocks in Economics, Geography, Political Science, Psychology and the six (6) hour block in either Anthropology OR Sociology.

- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- GEOG 101 - Principles of Physical Geography **3 Credit Hours**
- GEOG 103 - Human Geography **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 305 - Social Psychology **3 Credit Hours**

Choose either Anthropology or Sociology Block

#### Anthropology Block

- ANTH 225 - Introduction to Cultural Anthropology **3 Credit Hours**
- ANTH 308 - Native American History & Culture **3 Credit Hours**

#### Sociology Block

- SOC 201 - Principles of Sociology **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**

Social Science Requirements Total: 30

Major Total: 57

## **Strength & Conditioning, BS/BA**

The Strength & Conditioning concentration examines human movement from a variety of perspectives, including mechanical kinesiology, exercise physiology, and/or neuromechanics. The option is committed to student preparation and development of skills necessary to successfully engage in career in strength and conditioning, personal training, and/or fitness facility management.

A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Health, Physical Education, and Recreation Strength & Conditioning Requirements

### Health, Physical Education, And Recreation Core Requirements

- HPER 219 - Techniques of the Olympic Lifts **1 Credit Hours**
- HPER 222 - Structural Kinesiology **3 Credit Hours**
- HPER 430 - Sports Nutrition **3 Credit Hours**
- HPER 310 - Psychology of Sports & Physical Activities **3 Credit Hours**
- HPER 325 - Prevention & Care of Sports Injuries **3 Credit Hours**
- HPER 360 - Physiology of Exercise **3 Credit Hours**

HPER Core Total: 16

### Strength & Conditioning Option

- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BUS 201 - Organizational Communications **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- HPER 199 - First Year Seminar in Kinesiology **2 Credit Hours**
- HPER 290 - Research Opportunities in Kinesiology **3 Credit Hours**
- HPER 419 - Neuromechanics of Human Movement **3 Credit Hours**
- HPER 420 - Mechanical Kinesiology **3 Credit Hours**
- HPER 433 - Applied Exercise Science **3 Credit Hours**
- HPER 434 - Senior Seminar in Kinesiology **3 Credit Hours**
- HPER 441 - HPER Internship - HPER Internship **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours**

Option Total: 37

Major Total: 53

## **Minor**

### **Accounting, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

#### Required Courses

- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 337 - Intermediate Accounting I **3 Credit Hours**
- BUS 342 - Accounting Information Systems Design & Analysis **3 Credit Hours**
- BUS 371 - Cost/Managerial Accounting **3 Credit Hours**
- BUS 419 - Federal Income Taxes - Individual **3 Credit Hours**
- BUS 470 - Auditing **3 Credit Hours**

Minor Total: 21

### **Alcohol and Drug Counseling, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

These courses are offered on campus only, as they are part of a State of Nebraska approved curriculum leading to provisional licensure in Alcohol and Drug Counseling.

#### Required Courses

- COUN 300 - Professional Ethics **3 Credit Hours**
- COUN 310 - Techniques of Counseling **3 Credit Hours**
- COUN 320 - Assessment, Evaluation & Casework Management **3 Credit Hours**
- COUN 330 - Diversity Issues in Counseling **3 Credit Hours**
- COUN 390 - Group Work **3 Credit Hours**
- COUN 410 - Addictions **3 Credit Hours**

- COUN 420 - Medical & Treatment Issues in Chemical Dependency **3 Credit Hours**

Minor Total: 21

## **Art - 2D Emphasis, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- ART 101 - Drawing I **3 Credit Hours**
  - ART 102 - Drawing II **3 Credit Hours**
  - ART 120 - 2-D Design Foundation **3 Credit Hours**
  - ART 311 - Painting **3 Credit Hours**
  - ART 312 - Watercolor Painting **3 Credit Hours**
- Or**
- ART 330 - Printmaking **3 Credit Hours**
  - ART 314 - Digital Photography **3 Credit Hours**
  - ART 322 - Modern & Contemporary Art **3 Credit Hours**

Minor Total: 21

## **Art - 3D Emphasis, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- ART 101 - Drawing I **3 Credit Hours**
- ART 102 - Drawing II **3 Credit Hours**
- ART 204 - 3-D Design Foundation **3 Credit Hours**
- ART 300 - Pottery **3 Credit Hours**
- ART 310 - Sculpture **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 322 - Modern & Contemporary Art **3 Credit Hours**

Minor Total: 21

## **Art - Graphic Design Emphasis, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- ART 101 - Drawing I **3 Credit Hours**
- ART 120 - 2-D Design Foundation **3 Credit Hours**
- ART 220 - Introduction to Graphic Design **3 Credit Hours**
- ART 313 - Illustration **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 316 - Visual Identity **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**

Minor Total: 21

## **Biology, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**
- BIOL \*\*\* Electives in Biology (except BIOL 130): **3 Credit Hours**

Minor Total: 21

**\*\*\* Any course with a BIOL prefix except BIOL 130**

## **Business Administration, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

## Required Courses

- BUS 201 - Organizational Communications **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**

Minor Total: 21

## Business Finance, Minor

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

## Required Courses

- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 234 - Personal Financial Planning **3 Credit Hours**
- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 332 - Investments **3 Credit Hours**
- BUS 339 - Business Finance **3 Credit Hours**
- BUS 446 - Financial Institutions and Markets **3 Credit Hours**

Minor Total: 21

## Chemistry, Minor

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

## Required Courses

- BIOL 330 - Cellular Biology **3 Credit Hours**
- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 205 - Principles of Qualitative Analysis **4 Credit Hours**

- CHEM 303 - Organic Chemistry I **5 Credit Hours**

Minor Total: 20

## **Computer and Management Information Systems, Minor**

### Required Courses

- BUS 390 - Project Management **3 Credit Hours**
- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**
- CMIS 310 - Network Administration & Implementation **3 Credit Hours**
- CMIS 360 - Cyber Security **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**

Minor Total: 21

## **Criminal Justice, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 220 - Introduction to Corrections **3 Credit Hours**
- CJUS 230 - Policing **3 Credit Hours**
- CJUS 340 - Criminal Procedures & the Courts **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 390 - Ethics in Criminal Justice **3 Credit Hours**

Minor Total: 21

## **English, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.



## Required Courses

- ENG 222 - World Literature to 1500 **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- **Or**
- JOUR 234 - Beginning Journalism **3 Credit Hours**
- ENG 326 - American Literature I **3 Credit Hours**
- **Or**
- ENG 327 - American Literature II **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**
- **Or**
- ENG 450 - English Seminar **3 Credit Hours**

Required Courses Total: 15

## Genre Requirements

(Select 1 course from the following electives)

- ENG 225 - Short Story **3 Credit Hours**
- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 330 - Modern Poetry & Drama **3 Credit Hours**

Genre Requirements Total: 3

## English Electives

(Select 1 course from the following electives)

- ENG 203 - Literature for Children through Adolescence **3 Credit Hours**
- ENG 306 - Nebraska Literature **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 320 - Science Fiction Literature & Film **3 Credit Hours**
- ENG 360 - Comics as Literature **3 Credit Hours**
- ENG 362 - Women Writers **3 Credit Hours**
- ENG 375 - Film Study **3 Credit Hours**
- JOUR 232 - Social Media Theory & Practice **3 Credit Hours**

English Electives Total: 3

Minor Total: 21

## **Ethnic and Diversity Studies, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

- HIST 304 - African American History **3 Credit Hours**
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
  
- ANTH 308 - Native American History & Culture **3 Credit Hours**  
**Or**
- HIST 308 - Native American History & Culture **3 Credit Hours**

### Electives

#### **Pick 1 Class From Each Category Below**

##### Culture

- ANTH 225 - Introduction to Cultural Anthropology **3 Credit Hours**
- ENG 335 - Literature of Postcolonialism & Empire **3 Credit Hours**
- SOC 322 - The World's Religions **3 Credit Hours**

##### American & Global History

- HIST 307 - Women in American History & Politics **3 Credit Hours**
- HIST 351 - Modern Africa **3 Credit Hours**
- HIST 367 - Modern East Asia **3 Credit Hours**
- HIST 371 - Modern Middle East **3 Credit Hours**
- HIST 411 - U.S. West & Borderlands **3 Credit Hours**
- HP 333 - Genocides in History **3 Credit Hours**
- PSCI 307 - Women in American History & Politics **3 Credit Hours**
- PSCI 351 - Modern Africa **3 Credit Hours**
- PSCI 371 - Modern Middle East **3 Credit Hours**

##### The Arts

- MUSC 213 - Introduction to Jazz History **3 Credit Hours**
- MUSC 216 - The Evolution of Hip Hop **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**

Electives Total: 9

Minor Total: 21

## **Exercise Science, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- HPER 222 - Structural Kinesiology **3 Credit Hours**
- HPER 360 - Physiology of Exercise **3 Credit Hours**
- HPER 419 - Neuromechanics of Human Movement **3 Credit Hours**
- HPER 420 - Mechanical Kinesiology **3 Credit Hours**

Minor Total: 20

## **Forensic Chemistry, Minor**

Grades lower than "C-" will not satisfy minor requirements. A minimum of 9 units must be earned from Peru State College.

### Required Courses

#### Advanced Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 220 - Introduction to Nanotechnology & Its Application **4 Credit Hours**
- CHEM 324 - Instrumental Methods in Forensic Chemistry **1 Credit Hours**
- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 450 - Criminalistics **3 Credit Hours**

Minor Total: 19

## **Healthcare Business Administration, Minor**

Grades lower than C- will not satisfy minor requirements. A minimum of 9 credit hours must be earned from Peru State College.

### Required Courses

- BUS 233 - Medical Terminology for Healthcare Business **3 Credit Hours**
- BUS 253 - Integrated Body Systems for Reimbursement **3 Credit Hours**
- BUS 330 - Healthcare Delivery Systems **3 Credit Hours**
- BUS 333 - Healthcare Management **3 Credit Hours**
- BUS 343 - Medical Sociology and Ethics **3 Credit Hours**
- BUS 423 - Healthcare Law, Policy and Compliance **3 Credit Hours**
- BUS 433 - Healthcare Classifications and Reimbursement **3 Credit Hours**

Minor Total: 21

## **History, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- HIST 113 - American History Before 1865 **3 Credit Hours**  
**Or**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**  
**Or**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**  
**Or**
- HIST 308 - Native American History & Culture **3 Credit Hours**
- HIST \*\*\* Upper-division (300-400) History Electives **12 Credit Hours**

Minor Total: 21

## **Human Resources and Risk Management, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### **Required Courses**

- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 390 - Project Management **3 Credit Hours**
- BUS 460 - Employment Law **3 Credit Hours**
- BUS 461 - Compensation & Benefits **3 Credit Hours**

Minor Total: 21

## **International Studies, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### **Required Courses**

- BUS 480 - International Business **3 Credit Hours**
- GEOG 103 - Human Geography **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**

Required Courses Total: 12

### **Electives**

Select 3 courses from the list below

- CJUS 491 - International Field Experience **3 Credit Hours**
- ECON 305 - Economic Geography **3 Credit Hours**
- ENG 335 - Literature of Postcolonialism & Empire **3 Credit Hours**
- HIST 341 - Modern Europe **3 Credit Hours**

- HIST 351 - Modern Africa **3 Credit Hours**
- HIST 367 - Modern East Asia **3 Credit Hours**
- HIST 371 - Modern Middle East **3 Credit Hours**
- HIST 387 - Modern Latin America **3 Credit Hours**
- HIST 390 - Modern Germany **3 Credit Hours**
- HP 315 - Global Studies & Development **3 Credit Hours**
- HP 333 - Genocides in History **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**

Any 389 Study Abroad Course **Credits / Units: 3**

Total Requirements: 21

## **Journalism, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- ART 220 - Introduction to Graphic Design **3 Credit Hours**
- JOUR 100 - Introduction to Mass Communications **3 Credit Hours**
- JOUR 234 - Beginning Journalism **3 Credit Hours**
- JOUR 235 - Narrative Journalism **3 Credit Hours**
- JOUR 401 - Journalism Practicum **1 Credit Hours** (must take 3 hours)

Journalism Core Total: 15

### Additional Requirements

#### Graphic Design Course

(Select one 1 course from the following)

- ART 120 - 2-D Design Foundation **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**

#### Business Course

(Select one 1 course from the following)

- BUS 201 - Organizational Communications **3 Credit Hours**

- BUS 328 - Principles of Marketing **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**

Additional Requirements Total: 6

Minor Total: 21

## **Marketing, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 329 - Integrated Marketing Communications **3 Credit Hours**
- BUS 347 - Consumer Behavior **3 Credit Hours**
- BUS 348 - Retail Management & Merchandising **3 Credit Hours**
- BUS 350 - Professional Selling **3 Credit Hours**
- BUS 355 - E-Marketing **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**

Minor Total: 21

## **Mathematics, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- MATH 226 - Calculus with Analytic Geometry II **5 Credit Hours**
- MATH 418 - Linear Algebra **3 Credit Hours**

### Mathematics Elective Requirements

- **Upper Division Mathematics or Statistics Electives 6 Credit Hours**

Minor Total: 19

## **Music, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- MUSC 101 - Concert Band **0 to 1 Credit Hours**
- **Or**
- MUSC 102 - Concert Choir **0 to 1 Credit Hours**
- MUSC 112 - Class Piano I **1 Credit Hours**
- MUSC 114 - Class Piano II **1 Credit Hours**
- MUSC 145 - Music Theory I **3 Credit Hours**
- MUSC 120 - Applied Music **1 Credit Hours**
- MUSC 220 - Applied Music **1 to 2 Credit Hours**
- MUSC 320 - Applied Music **1 to 2 Credit Hours**

### Additional Music Requirements

(Choose two (2) courses from the following)

- MUSC 245 - Music Theory II **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**
- MUSC 441 - Music History from Antiquity - 1750 **3 Credit Hours**
- MUSC 442 - Music History from 1750 - Present **3 Credit Hours**

Minor Total: 21

## **Organizational Leadership and Global Issues, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**



- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**

Select three (3) of the following courses:

- CJUS 490 - Comparative Justice & Human Services Systems **3 Credit Hours**
- HIST 351 - Modern Africa **3 Credit Hours**  
**Or**
- PSCI 351 - Modern Africa **3 Credit Hours**
- HIST 371 - Modern Middle East **3 Credit Hours**  
**Or**
- PSCI 371 - Modern Middle East **3 Credit Hours**
- HP 315 - Global Studies & Development **3 Credit Hours** \*
- PSCI 301 - Comparative Government **3 Credit Hours**
- PSCI 312 - Engagement in the Legislative Process **3 Credit Hours**
- PSCI 316 - Engagement in the Election Process **3 Credit Hours**
- HPER 322 - Community Health: Program Planning & Implementation **3 Credit Hours**
- HPER 383 - Principles of Community Engagement in Public Health **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 395 - Community Development **3 Credit Hours**
- SOC 396 - International Field Experience: Community Development **3 Credit Hours**

Minor Total: 21

\* Requires permission of Honors Program Chair and is offered on campus only.

## **Organizational Leadership and Management, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### **Required Courses**

- BUS 353 - Organizational Ethics **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**

- BUS 380 - Human Resources Management **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**

Select three (3) of the following courses:

- BUS 331 - Risk Management & Insurance **3 Credit Hours**
- BUS 381 - Employee Training & Development **3 Credit Hours**
- BUS 390 - Project Management **3 Credit Hours**
- MGMT 553 - Conflict Management and Mediation **3 Credit Hours** \*\*
- MGMT 553 - Human Resources Development **3 Credit Hours** \*\*
- SOC 300 - Contemporary Social Problems **3 Credit Hours**

Total Hours: 9

Minor Total: 21

\*\* Graduate courses taken for the Bachelor degree will not count toward a Master degree.

## **Political Science, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### **Required Courses**

- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSCI 301 - Comparative Government **3 Credit Hours**

Political Science Electives:

- Choose four (4) upper division courses **12 Credit Hours**

Minor Total: 21

## **Psychology, Minor**

### **Required Courses**

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours**
- PSYC 305 - Social Psychology **3 Credit Hours**
- PSYC 320 - Cognitive Psychology **3 Credit Hours**
- PSYC 345 - Psychology of Personality **3 Credit Hours**
- PSYC 431 - Psychological Tests & Measurements **3 Credit Hours**
- PSYC 450 - Abnormal Psychology **3 Credit Hours**

Minor Total: 21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

## **Social Science, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- HIST 113 - American History Before 1865 **3 Credit Hours**
- **Or**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- **Or**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- HIST \*\*\* Upper-division History Electives **3 Credit Hours**
- PSCI \*\*\* Upper-division Political Science Electives **3 Credit Hours**

Upper-division Electives: 6 Credit Hours

Upper-division Electives from two (2) of the five (5) cognate areas:

- Anthropology
- Economics
- Geography
- Psychology
- Sociology

Minor Total: 21

## **Sociology, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- SOC 201 - Principles of Sociology **3 Credit Hours**
- SOC 255 - Diversity Issues in the United States **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**
- SOC 322 - The World's Religions **3 Credit Hours**
- SOC 340 - The Family **3 Credit Hours**

Select two (2) of the following courses:

- BUS 343 - Medical Sociology and Ethics **3 Credit Hours**
- CJUS 350 - Sexual Deviance & Violence **3 Credit Hours**
- CJUS 360 - Criminology **3 Credit Hours**
- CJUS 385 - Victimology **3 Credit Hours**
- CJUS 410 - Juvenile Delinquency **3 Credit Hours**
- EDUC 365 - Child Abuse & Neglect Detection **3 Credit Hours**
- SOC 389 - Study Abroad in Sociology 3 Credit Hours

Minor Total: 21

## **Tactical Strength & Conditioning, Minor**

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least 9 hours of the minor at Peru State College.

### Required Courses

- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 230 - Policing **3 Credit Hours**
- HPER 219 - Techniques of the Olympic Lifts **1 Credit Hours**
- HPER 360 - Physiology of Exercise **3 Credit Hours**
- HPER 365 - Tactical Strength & Conditioning **3 Credit Hours**
- HPER 430 - Sports Nutrition **3 Credit Hours**

Select one (1) of the following courses

- BUS 201 - Organizational Communications **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 493 - Team Design & Performance **3 Credit Hours**
- CJUS 190 - Criminal Law **3 Credit Hours**
- CJUS 401 - Homeland Security **3 Credit Hours**
- CJUS 450 - Criminalistics **3 Credit Hours**

Minor Total: 19

## **Theatre, Minor**

Required Courses

- ENG 330 - Modern Poetry & Drama **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**
- SPCH 357 - Interpretive Reading **3 Credit Hours**
- THEA 232 - Introduction to Theatre **3 Credit Hours**
- THEA 250 - Acting **3 Credit Hours**
- THEA 355 - Principles of Play Production **0 to 4 Credit Hours**
- THEA 363 - Directing **3 Credit Hours**

Minor Total: 21

No grade lower than "C-" will satisfy minor requirements.

Students must complete at least nine (9) hours of the minor at Peru State College.

## **Certificate**

### **Creative Writing Certificate**

This certificate program will prepare students for careers in a variety of writing fields. The certificate will be devoted to the analysis and composition of prose, poetry, and creative non-fiction. Students will develop an appreciation of the various forms of creative expression, while participating in collaborative workshops with their peers. Supplementary attention will be devoted to practical applications such as editorial technique and publishing. Additionally, students will develop basic skills in web design and social media content creation.

No more than 6 hours can be used to satisfy requirements in both a student's major and this certificate.

No grade lower than "C-" will satisfy major requirements.

## Requirements

- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 313 - Intro to Poetry Writing **3 Credit Hours**
- JOUR 234 - Beginning Journalism **3 Credit Hours**

Requirement Total: 15

## Public History Certificate

This certificate program will prepare our students for careers in public history. It will cover the theory and practice of public history. Students will develop an understanding of the ways in which public historians shape public perceptions of the past and the ways in which public perceptions of the past shape public history. Practical application will be incorporated in both the course work and through class activities and projects, both in and outside of the classroom, visits to local and regional museums and archives and interaction with museum and public history professionals during required internships.

Students will also develop a basic competence using a variety of digital history platforms. A student must complete the following requirements in addition to the General Studies requirements. No grade lower than "C-" will satisfy major requirements.

## Requirements

- HIST 322 - Introduction to Public History **3 Credit Hours**
- HIST 324 - Introduction to Museum & Archival Practice **3 Credit Hours**
  
- PSCI 468 - Public Administration **3 Credit Hours**
- **Or**
- BUS 468 - Public Administration **3 Credit Hours**

Social Science Core Total: 15

This certificate requires completion of Internship/Directed Study/Special Topic/Independent Study

## **Endorsement**

### **Art (K-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Art grades Kindergarten through twelve (12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Art (K-12) Field Endorsement Requirements**

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

## Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 410 - Elementary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

## K-12 Education Option

- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 312 - K-12 Education Practicum **2 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Secondary Education Major Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## Art Core Requirements

- ART 101 - Drawing I **3 Credit Hours**
- ART 102 - Drawing II **3 Credit Hours**
- ART 120 - 2-D Design Foundation **3 Credit Hours**
- ART 204 - 3-D Design Foundation **3 Credit Hours**



- ART 217 - Art History I **3 Credit Hours**
- ART 218 - Art History II **3 Credit Hours**
- ART 322 - Modern & Contemporary Art **3 Credit Hours**
- ART 325 - Figure Drawing **3 Credit Hours**
- ART 330 - Printmaking **3 Credit Hours**
- ART 400 - Senior Exhibition/Portfolio **0 Credit Hours**

Art Core Total: 27

#### Art Education Option

- ART 206 - Art Appreciation **3 Credit Hours**
- ART 300 - Pottery **3 Credit Hours**
- ART 308 - Art Exploration **3 Credit Hours**
- ART 310 - Sculpture **3 Credit Hours**
- ART 311 - Painting **3 Credit Hours**
- ART 312 - Watercolor Painting **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**

Option Total: 21

#### Art Education Electives

(Select five (5) hours from the following. Required courses on this list may be repeated for an additional six (6) hours.)

- ART 300 - Pottery **3 Credit Hours**
- ART 310 - Sculpture **3 Credit Hours**
- ART 311 - Painting **3 Credit Hours**
- ART 312 - Watercolor Painting **3 Credit Hours**
- ART 314 - Digital Photography **3 Credit Hours**
- ART 330 - Printmaking **3 Credit Hours**
- ART 350 - Studio Activities **3 Credit Hours**
- Internship/Directed Study/Special Topic/Independent Study **1 to 4 Credit Hours**

Art Electives Total: 5

#### Computer Based Art Electives

(Select one of the following courses)

- ART 313 - Illustration **3 Credit Hours**
- ART 320 - Web Design **3 Credit Hours**
- ART 321 - Motion Graphics **3 Credit Hours**

Art Core Total: 3

Art Required Courses Total: 56

Endorsement Total: 99

## **Biology (7-12) Subject Endorsement, BS/BA**

This program will endorse an individual to teach Biology grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Biology (7-12) Subject Endorsement Requirements**

## Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

## Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

## Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

## Biology Subject Endorsement Requirements

### Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**

- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**
- BIOL \*\*\* Upper-division electives (300-400) in Biology **3 to 4 Credit Hours**

#### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**

#### Earth Science

- ESCI 230 - Limnology **4 Credit Hours**

#### Physics

- PHYS 201 - General Physics I **5 Credit Hours**

Science Total: 42 to 43

Field Endorsement Total: 85 to 86

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Business, Marketing and Information Technology (6-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Business, Marketing, and Information Technology grades six through twelve (6- 12).

- All students seeking certification in any education endorsement are required to complete the following courses. EDUC 208 and EDUC 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Business, Marketing and Information Technology (6-12) Field Endorsement Requirements

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*

- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

### Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### General Studies Requirements

(All Business majors must complete the following as part of their General Studies requirements.)

- BUS 201 - Organizational Communications **3 Credit Hours**
- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 15

### Business Core Requirements

- BUS 214 - Introduction to Business Quantitative Methods **3 Credit Hours**
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- BUS 232 - Principles of Managerial Accounting **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 328 - Principles of Marketing **3 Credit Hours**
- BUS 335 - Production/Operations Management **3 Credit Hours**

- BUS 339 - Business Finance **3 Credit Hours**
- BUS 373 - Organizational Behavior **3 Credit Hours**
- BUS 480 - International Business **3 Credit Hours**
- BUS 495 - Business Policy **3 Credit Hours**
- CMIS 300 - Information Systems Management **3 Credit Hours**

Business Core Total: 33

Marketing Requirements

- BUS 329 - Integrated Marketing Communications **3 Credit Hours**
- BUS 347 - Consumer Behavior **3 Credit Hours**

Career Education Requirements

- EDUC 424 - Coordinating Techniques **3 Credit Hours**

CMIS Requirements

- CMIS 101 - Information Systems Concepts & Applications **3 Credit Hours**
- CMIS 410 - Web Page Development & Programming **3 Credit Hours**
- CMIS 420 - Database Development & Programming **3 Credit Hours**

Business, Marketing, & Information Technology Total: 51

Field Endorsement Total: 94

## **Chemistry (7-12) Subject Endorsement, BS/BA**

This program will endorse an individual to teach Chemistry grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses the following. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course

during the first semester in which one or more other Education courses are taken.

- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Chemistry (7-12) Subject Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34



## Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

## Chemistry Subject Endorsement Requirements

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 330 - Cellular Biology **3 Credit Hours**

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 205 - Principles of Qualitative Analysis **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

### Earth Science

- ESCI 230 - Limnology **4 Credit Hours**

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**

Science Total: 42

Field Endorsement Total: 85

\*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Early Childhood Education Inclusive (Birth - Grade 3) Field Endorsement, BS/BA**

This program prepares teacher education candidates to teach infants, toddlers, and children from birth through third grade (B- 3), including those with disabilities, and to support families and other personnel with responsibilities for their care and education.

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### **Early Childhood Education Inclusive (Birth -Grade 3) Field Endorsement Requirements**

## Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

## Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 412 - Early Childhood Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*
- SPED 421 - Early Childhood/Special Education Student Teaching **3 to 12 Credit Hours** \*

Education Core Total: 34

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## Early Childhood Education Inclusive B-3 Field Endorsement

- EDUC 206 - Principles of Early Childhood Education **3 Credit Hours**
- EDUC 231 - Emergent Literacy & Language Arts **3 Credit Hours**
- EDUC 232 - Creative Arts in Early Childhood Education **3 Credit Hours**
- EDUC 303 - K-3 Elementary Practicum **1 Credit Hours** \*
- EDUC 306 - Infant/Toddler Practicum **1 Credit Hours** \*
- EDUC 308 - Preschool Practicum **1 Credit Hours** \*
- EDUC 321 - Infant/Toddler Development & Methods **3 Credit Hours** \*
- EDUC 330 - Observation, Assessment & Guidance in Early Childhood Education **3 Credit Hours** \*

- EDUC 334 - Teaching Reading in the Elementary School **3 Credit Hours** \*
- EDUC 336 - Inquiry in Early Childhood Education **3 Credit Hours** \*
- EDUC 337 - Science, Math & Social Studies for Preschool & the Primary Grades **3 Credit Hours** \*
- EDUC 402 - Developmental Curriculum in Early Childhood Education **3 Credit Hours** \*
- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- EDUC 428 - Organization & Administration of Early Childhood Education **3 Credit Hours** \*
- EDUC 430 - Differentiated & Integrated Curriculum for the Elementary & Middle Level Environment **3 Credit Hours** \*
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- SPED 309 - Early Childhood/Special Education Practicum **1 Credit Hours** \*
- SPED 405 - Special Education/Early Childhood Characteristics & Methods **3 Credit Hours** \*
- SPED 430 - Special Education Methods **3 Credit Hours** \*
- SPED 440 - Behavior Management **3 Credit Hours** \*

Early Childhood Education Inclusive B-3 Total: 52

Field Endorsement Total: 86

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Elementary Education (K-8) Field Endorsement, BS/BA**

All students seeking an endorsement in Elementary Education grades Kindergarten - Eight (K-8) must complete the following requirements:

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Elementary Education (K-8) Field Endorsement

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Content Area Requirements

(The following requirements are mandated by the Nebraska Department of Education. Any substitutions for the courses listed below must be approved by the Dean of the School of Education.)

- Communication Courses (speech, comp, or lit) **6 Credit Hours**
- Mathematics Courses **6 Credit Hours**
- Natural Science Courses (1 biology and 1 physical science) **6-7 Credit Hours**
- Social Science Courses (American History required) **6 Credit Hours**

Additional Course to meet minimum 27 credit hour requirement

- Fine Arts Courses (art, music, or theatre) **3 Credit Hours**

Content Knowledge Total: 27

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 410 - Elementary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### Elementary Education Option

(All students seeking an endorsement in Elementary Education grades Kindergarten - Eight (K-8) must complete the following Option in Elementary Education.)

- ART 308 - Art Exploration **3 Credit Hours**
- EDUC 290 - Selecting & Evaluating Literature for Elementary Curriculum **3 Credit Hours**
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 334 - Teaching Reading in the Elementary School **3 Credit Hours** \*
- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- EDUC 405 - Diagnostic & Remedial Mathematics **3 Credit Hours** \*
- EDUC 430 - Differentiated & Integrated Curriculum for the Elementary & Middle Level Environment **3 Credit Hours** \*

- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- HPER 313 - Physical Education & Health for Elementary/Middle Level Grades **3 Credit Hours**
- MUSC 251 - Elementary Music Methods **3 Credit Hours**

#### Elementary Block

(the following courses must be taken together)

- EDUC 301 - Elementary Practicum - Social Studies & Language Arts **1 Credit Hours** \*
- EDUC 302 - Elementary Practicum - Math & Science **1 Credit Hours** \*
- EDUC 325 - Teaching Language Arts in the Elementary School **3 Credit Hours** \*
- EDUC 326 - Teaching Social Studies in the Elementary School **3 Credit Hours** \*
- EDUC 327 - Teaching Math in the Elementary School **3 Credit Hours** \*
- EDUC 328 - Teaching Science in the Elementary School **3 Credit Hours** \*

Elementary Education Option Total: 42

Total Elementary Education Endorsement Requirements: 106

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **English Language Arts (7-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach English/Language Arts grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses. EDUC 208 and EDUC 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher

Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.

- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## English Language Arts (7-12) Field Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

## Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34



## Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## English Core Requirements

- ENG 222 - World Literature to 1500 **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- ENG 302 - Literary Theory **3 Credit Hours**
- ENG 450 - English Seminar **3 Credit Hours**

English Core Total: 12

## Additional English Requirements

- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- ENG 203 - Literature for Children through Adolescence **3 Credit Hours**
- **Or**
- ENG 401 - Young Adult Literature **3 Credit Hours**
- ENG 225 - Short Story **3 Credit Hours**
- ENG 305 - Practicum in Composition **3 Credit Hours**
- ENG 322 - British Literature I - Early British Literature to 1780 **3 Credit Hours**
- **Or**
- ENG 323 - British Literature II - 1780 to Present **3 Credit Hours**
- ENG 326 - American Literature I **3 Credit Hours**
- **Or**
- ENG 327 - American Literature II **3 Credit Hours**
- ENG 357 - Interpretive Reading **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**

- JOUR 234 - Beginning Journalism **3 Credit Hours**
- JOUR 235 - Narrative Journalism **3 Credit Hours**
- JOUR 401 - Journalism Practicum **1 Credit Hours**
- THEA 355 - Principles of Play Production **0 to 4 Credit Hours**

English Additional Requirements Total: 33

English Electives

(Select 1 course from the following electives)

- ENG 306 - Nebraska Literature **3 Credit Hours**
- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 320 - Science Fiction Literature & Film **3 Credit Hours**
- ENG 330 - Modern Poetry & Drama **3 Credit Hours**
- ENG 360 - Comics as Literature **3 Credit Hours**
- ENG 362 - Women Writers **3 Credit Hours**
- ENG 375 - Film Study **3 Credit Hours**
- ENG 440 - History of the English Language **3 Credit Hours**
- JOUR 232 - Social Media Theory & Practice **3 Credit Hours**

English Electives Total: 3

English Required Courses Total: 48

Endorsement Total: 88

## **Health & Physical Education (PK-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Health and Physical Education in grades Pre-Kindergarten through twelve (PK-12).

- All students seeking certification in any education endorsement are required to complete the following courses. EDUC 208 and EDUC 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for EDUC

208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.

- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Health & Physical Education (PK-12) Field Endorsement Requirements

#### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

#### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 410 - Elementary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*

- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

#### K-12 Education Option

- EDUC 312 - K-12 Education Practicum **2 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

K-12 Education Option Total: 6

K-12 Education Major Total: 40

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

#### Health, Physical Education, And Recreation Core Requirements

- HPER 219 - Techniques of the Olympic Lifts **1 Credit Hours**
- HPER 222 - Structural Kinesiology **3 Credit Hours**
- HPER 310 - Psychology of Sports & Physical Activities **3 Credit Hours**
- HPER 325 - Prevention & Care of Sports Injuries **3 Credit Hours**
- HPER 360 - Physiology of Exercise **3 Credit Hours**
- HPER 430 - Sports Nutrition **3 Credit Hours**

HPER Core Total: 16

#### PK-12 Health & Physical Education Option Courses

- HPER 201 - Foundations of Health & Physical Education **3 Credit Hours**
- HPER 204 - Coaching Athletics: Theory & Practice **2 Credit Hours**
- HPER 205 - Skill Based Teaching of Health Concepts **2 Credit Hours**
- HPER 215 - First Aid/CPR/AED: Adult, Child and Baby **1 Credit Hours**
- HPER 220 - Teaching Rhythmic and Non-rhythmic Skills **2 Credit Hours**
- HPER 315 - PK-12 Physical Education Teaching Methods **3 Credit Hours** \*
- HPER 317 - PK-12 Health Education Teaching Methods **3 Credit Hours** \*
- HPER 322 - Community Health: Program Planning & Implementation **3 Credit Hours**

- HPER 382 - Sound Mind Sound Body (Mens Sana in Corpore Sano) **3 Credit Hours**
- HPER 415 - Motor Learning and Development **3 Credit Hours**
- HPER 417 - Adapted Physical Education **3 Credit Hours**
- HPER 418 - National Activity Certifications **3 Credit Hours**
- HPER 425 - Teaching HPE in Contemporary Society **2 Credit Hours**
- HPER 431 - Curriculum & Assessment for Physical & Health PK-12 Education **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**

PK-12 Health & PE Total: 39

Field Endorsement Total: 95

## **History (7-12) Subject Endorsement, BS/BA**

This program will endorse an individual to teach History grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412 , EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## History (7-12) Subject Endorsement Requirements

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

### Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours**
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

### History Subject Endorsement Requirements

- HIST 113 - American History Before 1865 **3 Credit Hours**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- HIST 329 - History of Nebraska **3 Credit Hours**
- HIST 425 - Seminar in American History **3 Credit Hours**

Social Science Core Total: 18

#### Additional History Requirements

- HIST 225 - Introduction to Historical Methods **3 Credit Hours**
- HIST \*\*\* Upper Division (300 level or higher) American History **9 Credit Hours**
- HIST \*\*\* Upper Division (300 level or higher) World History **3 Credit Hours**

Additional History Total: 15

#### Social Science Requirements

- GEOG 103 - Human Geography **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**

Social Science Total: 39

Subject Endorsement Total: 82

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Mathematics (6-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Mathematics grades six through twelve (6-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education

courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Mathematics (6-12) Field Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*



- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

### Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### Mathematics (6-12) Field Endorsement

#### Required Program Prerequisites

- STAT 210 - Statistics **3 Credit Hours**

Required General Studies Total: 3

#### Mathematics Core Requirements

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- MATH 226 - Calculus with Analytic Geometry II **5 Credit Hours**
- MATH 230 - Foundations of Mathematical Thought **3 Credit Hours**
- MATH 306 - Modern Algebra **3 Credit Hours**
- MATH 327 - Calculus with Analytic Geometry III **3 Credit Hours**
- MATH 418 - Linear Algebra **3 Credit Hours**
- MATH 490 - Seminar in Mathematical Research **1 Credit Hours**

Mathematics Core Total: 23

## Mathematics Field Endorsement Requirements

- MATH 114 - Trigonometry **3 Credit Hours**
- MATH 304 - Modern Geometry **3 Credit Hours**
- MATH 404 - Mathematical Modeling **3 Credit Hours**
- MATH 430 - Introduction to Combinatorics **3 Credit Hours**

Mathematics Field Endorsement Requirements Total: 38

Field Endorsement Total: 81

## **Middle Level Education Subject Endorsement (5-9), BS/BA**

This program will endorse an individual to teach: (A) any or all students in a self-contained classroom in grades five (5) through nine (9), in one (1) of the following core areas: 1) English/Language Arts, 2) Mathematics, 3) Science or 4) Social Sciences (B) the areas of special preparation in an integrated team planning/teaching organizational pattern in grades five (5) through nine (9) or (C) the areas of special preparation in classrooms with other organizational patterns in grades five (5) through nine (9). Supplementary content areas that may be added to the Middle Level Endorsement are: Health and Physical Education (HPER) and/or Business, Marketing and Information Technology (BMIT).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.

- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

Program Prerequisite:

### Middle Level Education Subject Endorsement (5-9)

Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 413 - Middle Level Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

Middle Level Education

- EDUC 304 - Middle Level Practicum **2 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 425 - Middle Level Teaching Methods **3 Credit Hours** \*

- EDUC 430 - Differentiated & Integrated Curriculum for the Elementary & Middle Level Environment **3 Credit Hours \***
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours \***
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours \***

Middle Level Education Option Total: 15

One Core Content Area: 24 to 28

Middle Level Education Endorsement Total: 73 to 77

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### Content Area Requirements

Students must complete coursework in one of the following Core Content Areas. Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas.

No grade lower than "C" will satisfy the following requirements.

- CORE CONTENT AREA: English/Language Arts
- CORE CONTENT AREA: Mathematics
- CORE CONTENT AREA: Science
- CORE CONTENT AREA: Social Science
- \*ADDITIONAL CONTENT AREA: Business, Marketing and Information Technology
- \*ADDITIONAL CONTENT AREA: Health & Physical Education

\*Must have at least one additional Core Area to add this academic area.

## **Music K-12 Vocal/Instrumental Education Field Endorsement, BS/BA**

This program will endorse an individual to teach Vocal/Instrumental Music in grades Pre-Kindergarten through twelve (K-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and

EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 (Student Teaching), a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Music K-12 Vocal/Instrumental Education Field Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*

- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 410 - Elementary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours**
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

### K-12 Education Option

- EDUC 312 - K-12 Education Practicum **2 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

K-12 Education Option Total: 6

Education Total: 40

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

Students preparing to teach PK-12 are required to take the Education Core and the K-12 Education Option. Practicum & student teaching must include experiences with both elementary and secondary students.

### Endorsement Music Core Requirements

- MUSC 112 - Class Piano I **1 Credit Hours**
- MUSC 114 - Class Piano II **1 Credit Hours**
- MUSC 145 - Music Theory I **3 Credit Hours**
- MUSC 212 - Class Piano III **1 Credit Hours**
- MUSC 245 - Music Theory II **3 Credit Hours**
- MUSC 442 - Music History from 1750 - Present **3 Credit Hours**

### Vocal/instrumental Music Requirements

- MUSC 214 - Class Piano IV **1 Credit Hours**
- MUSC 253 - Elementary Music Methods for Music Majors **3 Credit Hours**
- MUSC 310 - World Musics **3 Credit Hours**
- MUSC 321 - Choral Methods I **3 Credit Hours**
- MUSC 322 - Band Methods I **3 Credit Hours**
- MUSC 345 - Music Theory III **3 Credit Hours**

- MUSC 421 - Choral Methods II **3 Credit Hours**
- MUSC 422 - Band Methods II **3 Credit Hours**
- MUSC 441 - Music History from Antiquity - 1750 **3 Credit Hours**
- MUSC 445 - Music Theory IV **3 Credit Hours**
- MUSC 462 - Conducting **3 Credit Hours**

#### Music Performance Requirements

- MUSC 100 - Music Major Forum **0 Credit Hours** (required each semester, except during student teaching)
- Internship/Directed Study/Special Topic/Independent Study **0 Credit Hours**

#### Large Ensemble Performance

Ensemble of Primary of Instrument/Voice

Instrumentalists=Concert Band

Vocalists=Concert Choir

(required each semester, except during student teaching)

- MUSC 101 - Concert Band **0 to 1 Credit Hours**  
**Or**
- MUSC 102 - Concert Choir **0 to 1 Credit Hours**

Ensemble of Non-Primary of Instrument/Voice

Instrumentalists=Concert Band

Vocalists=Concert Choir

- MUSC 101 - Concert Band **0 to 1 Credit Hours**  
**Or**
- MUSC 102 - Concert Choir **0 to 1 Credit Hours**

Applied music on primary instrument/voice

- MUSC 120 - Applied Music **1 Credit Hours**
- MUSC 220 - Applied Music **1 to 2 Credit Hours**
- MUSC 320 - Applied Music **1 to 2 Credit Hours**
- MUSC 420 - Applied Music **1 to 2 Credit Hours**
- MUSC 440 - Senior Recital **1 Credit Hours**

Music K-12 Vocal/Instrumental Total: 48

Music Core Total: 12

Field Endorsement Total: 100

## **Science (7-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Science grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### Science (7-12) Field Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*



## Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

## Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

## Science Field Endorsement Requirements

### Biology

- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 311 - Evolution & Systematic Biology **3 Credit Hours**
- BIOL 317 - Ecology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**

#### Earth Science

- ESCI 230 - Limnology **4 Credit Hours**
- ESCI 240 - Introduction to Meteorology and Climatology **4 Credit Hours**

#### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Science Total: 49

Field Endorsement Total: 92

\*Entering freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Secondary English (7-12) Subject Endorsement, BS/BA**

This program will endorse an individual to teach English grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses. EDUC 208 and EDUC 209 are a prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course he/she will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.

- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### English (7-12) Subject Endorsement Requirements

Program Prerequisite:

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### English Core Requirements

- ENG 222 - World Literature to 1500 **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- ENG 302 - Literary Theory **3 Credit Hours**
- ENG 450 - English Seminar **3 Credit Hours**

English Core Total: 12

### Additional English Requirements

- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- ENG 203 - Literature for Children through Adolescence **3 Credit Hours**
- Or**
- ENG 401 - Young Adult Literature **3 Credit Hours**
- ENG 225 - Short Story **3 Credit Hours**
- ENG 305 - Practicum in Composition **3 Credit Hours**
- ENG 322 - British Literature I - Early British Literature to 1780 **3 Credit Hours**
- Or**
- ENG 323 - British Literature II - 1780 to Present **3 Credit Hours**
- ENG 326 - American Literature I **3 Credit Hours**
- Or**
- ENG 327 - American Literature II **3 Credit Hours**
- ENG 357 - Interpretive Reading **3 Credit Hours**
- ENG 418 - Shakespeare **3 Credit Hours**

English Additional Requirements Total: 24

## English Electives

(Select 1 course from the following electives)

- ENG 306 - Nebraska Literature **3 Credit Hours**
- ENG 307 - Seminar in the Novel **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 311 - Creative Non-Fiction **3 Credit Hours**
- ENG 320 - Science Fiction Literature & Film **3 Credit Hours**
- ENG 330 - Modern Poetry & Drama **3 Credit Hours**
- ENG 360 - Comics as Literature **3 Credit Hours**
- ENG 362 - Women Writers **3 Credit Hours**
- ENG 375 - Film Study **3 Credit Hours**
- ENG 440 - History of the English Language **3 Credit Hours**
- JOUR 232 - Social Media Theory & Practice **3 Credit Hours**

English Electives Total: 3

English Required Courses Total: 39

Endorsement Total: 82

## **Social Science (7-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Social Science in grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412,

EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.

- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Social Science (7-12) Field Endorsement

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 411 - Secondary Student Teaching **3 to 12 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*

Education Core Total: 34

### Secondary Education Option

- EDUC 309 - Secondary Practicum **2 Credit Hours** \*
- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 333 - Behavior Management Seminar **1 Credit Hours**
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Option Total: 9

Education Total: 43

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

### Social Science Core Endorsement Requirements

- HIST 113 - American History Before 1865 **3 Credit Hours**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- HIST 329 - History of Nebraska **3 Credit Hours**
- HIST 425 - Seminar in American History **3 Credit Hours**

Social Science Core Total: 18

### Additional History Requirements

- HIST \*\*\* Upper Division (300 level or higher) American History **9 Credit Hours**
- HIST \*\*\* Upper Division (300 level or higher) World History **3 Credit Hours**

Additional History Total: 12

### Social Science Requirements

Complete six (6) hour blocks in Economics, Geography, Political Science, Psychology and the six (6) hour block in either Anthropology OR Sociology.

- ECON 221 - Principles of Microeconomics **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- GEOG 101 - Principles of Physical Geography **3 Credit Hours**
- GEOG 103 - Human Geography **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 305 - Social Psychology **3 Credit Hours**

Choose either Anthropology or Sociology Block

Anthropology Block

- ANTH 225 - Introduction to Cultural Anthropology **3 Credit Hours**
- ANTH 308 - Native American History & Culture **3 Credit Hours**

Sociology Block

- SOC 201 - Principles of Sociology **3 Credit Hours**
- SOC 300 - Contemporary Social Problems **3 Credit Hours**

Social Science Total: 60

Field Endorsement Total: 103

## **Special Education (7-12) Subject Endorsement, BS/BA**

This program will endorse an individual to teach Special Education grades seven through twelve (7-12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.



- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## 7-12 Special Education Subject Endorsement

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*
- SPED 435 - Special Education Student Teaching **3 to 12 Credit Hours** \*

Education Core Total: 32

### Secondary Education Option

- EDUC 310 - Secondary School Teaching Methods **3 Credit Hours** \*
- EDUC 434 - Content Literacy Across the Curriculum **3 Credit Hours** \*

Secondary Education Endorsement Total: 38

## 7-12 Special Education Subject Endorsement

- EDUC 334 - Teaching Reading in the Elementary School **3 Credit Hours** \*

- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- EDUC 405 - Diagnostic & Remedial Mathematics **3 Credit Hours** \*
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- SPED 300 - Assessment in Special Education **3 Credit Hours** \*
- SPED 307 - Special Education Practicum **2 Credit Hours** \*
- SPED 383 - Education of Students with Autism & Low Incidence Disabilities **3 Credit Hours**
- SPED 385 - Education of Students with Cognitive Disabilities **3 Credit Hours** \*
- SPED 407 - Special Education Program Coordination Practicum **1 Credit Hours** \*
- SPED 420 - Differentiating Assessment Practices in an Inclusive Setting **3 Credit Hours** \*
- SPED 430 - Special Education Methods **3 Credit Hours** \*
- SPED 440 - Behavior Management **3 Credit Hours** \*
- SPED 450 - Coordination of Special Education Programs **3 Credit Hours** \*
- SPED 460 - Transitional Strategies **3 Credit Hours** \*
- SPED 465 - Education of Students with Emotional/Behavioral Disorders **3 Credit Hours** \*
- SPED 470 - Social & Emotional Learning **3 Credit Hours** \*
- SPED 475 - Behavior Intervention & Practicum **3 Credit Hours** \*

7-12 Special Education Total: 48

Subject Endorsement Total: 86

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Special Education (K-12) Field Endorsement, BS/BA**

This program will endorse an individual to teach Special Education grades Kindergarten through twelve (12).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education

courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.

- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

## Special Education (K-12) Field Endorsement Requirements

### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*

- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*
- SPED 435 - Special Education Student Teaching **3 to 12 Credit Hours** \*

Education Core Total: 34

### K-12 Special Education Field Endorsement

- EDUC 334 - Teaching Reading in the Elementary School **3 Credit Hours** \*
- EDUC 365 - Child Abuse & Neglect Detection **3 Credit Hours**
- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- EDUC 405 - Diagnostic & Remedial Mathematics **3 Credit Hours** \*
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- SPED 300 - Assessment in Special Education **3 Credit Hours** \*
- SPED 307 - Special Education Practicum **2 Credit Hours** \*
- SPED 383 - Education of Students with Autism & Low Incidence Disabilities **3 Credit Hours** \*
- SPED 385 - Education of Students with Cognitive Disabilities **3 Credit Hours** \*
- SPED 407 - Special Education Program Coordination Practicum **1 Credit Hours** \*
- SPED 420 - Differentiating Assessment Practices in an Inclusive Setting **3 Credit Hours** \*
- SPED 430 - Special Education Methods **3 Credit Hours** \*
- SPED 440 - Behavior Management **3 Credit Hours** \*
- SPED 450 - Coordination of Special Education Programs **3 Credit Hours** \*
- SPED 460 - Transitional Strategies **3 Credit Hours** \*
- SPED 465 - Education of Students with Emotional/Behavioral Disorders **3 Credit Hours** \*
- SPED 470 - Social & Emotional Learning **3 Credit Hours** \*
- SPED 475 - Behavior Intervention & Practicum **3 Credit Hours** \*

K-12 Special Education Total: 51

Field Endorsement Total: 85

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Special Education (K-6) Subject Endorsement, BS/BA**

This program will endorse an individual to teach Special Education grades Kindergarten through six (K-6).

- All students seeking certification in any education endorsement are required to complete the following courses listed below. EDUC 208 and EDUC 209 are prerequisite (or co-requisite) courses for all Education courses. Plan to take EDUC 208/EDUC 209 during your first semester of Education coursework.
- Should a transfer student be able to document the successful completion of an introductory education course, they will receive credit for EDUC 208. The transfer student will still need to complete EDUC 209 - Teacher Education Orientation & Practicum and should plan to enroll in this course during the first semester in which one or more other Education courses are taken.
- All required coursework in the Education Core and Endorsements must be completed with a minimum grade of "C-" and have a minimum cumulative GPA of 2.5 to be admitted to and remain in the Teacher Education program. In order to be admitted to EDUC 410, EDUC 411, EDUC 412, EDUC 413, SPED 421 or SPED 435 - Special Education Student Teaching, a GPA of 2.75 in the major field of study is required.
- All teacher education students must take PSYC 250 - Human Growth & Development. This course can also be counted toward the general education requirements for Social Science.
- Students must complete the following coursework in addition to the General Studies requirements.

Students wanting to pursue a Bachelor of Arts degree must complete the Additional BA Requirements.

### K-6 Special Education Subject Endorsement Requirements

#### Program Prerequisite

- PSYC 250 - Human Growth & Development **3 Credit Hours** \*\*

#### Education Core

- EDUC 208 - Foundation & Principles of Teacher Education **2 Credit Hours** \*\*
- EDUC 209 - Teacher Education Orientation & Practicum **1 Credit Hours** \*\*
- EDUC 255 - Differentiated Instruction for Diverse Learners **3 Credit Hours** \*\*
- EDUC 300 - Managing the Learning Environment for Effective Teaching **3 Credit Hours** \*
- EDUC 315 - Educational Technology **3 Credit Hours** \*
- EDUC 317 - Assessment for Student Learning **3 Credit Hours** \*
- EDUC 400 - Professional & Collaborative Practices **3 Credit Hours** \*
- EDUC 420 - Student Teaching Seminar **1 Credit Hours** \*
- SPED 200 - Introduction to Special Education **3 Credit Hours** \*\*
- SPED 435 - Special Education Student Teaching **3 to 12 Credit Hours** \*

Education Core Total: 34

#### K-6 Special Education Subject Endorsement

- EDUC 334 - Teaching Reading in the Elementary School **3 Credit Hours** \*
- EDUC 403 - Diagnostic & Remedial Reading **3 Credit Hours** \*
- EDUC 405 - Diagnostic & Remedial Mathematics **3 Credit Hours** \*
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- SPED 300 - Assessment in Special Education **3 Credit Hours** \*
- SPED 307 - Special Education Practicum **2 Credit Hours** \*
- SPED 383 - Education of Students with Autism & Low Incidence Disabilities **3 Credit Hours**
- SPED 385 - Education of Students with Cognitive Disabilities **3 Credit Hours** \*
- SPED 407 - Special Education Program Coordination Practicum **1 Credit Hours** \*
- SPED 420 - Differentiating Assessment Practices in an Inclusive Setting **3 Credit Hours** \*
- SPED 430 - Special Education Methods **3 Credit Hours** \*
- SPED 440 - Behavior Management **3 Credit Hours** \*
- SPED 450 - Coordination of Special Education Programs **3 Credit Hours** \*
- SPED 465 - Education of Students with Emotional/Behavioral Disorders **3 Credit Hours** \*

- SPED 470 - Social & Emotional Learning **3 Credit Hours** \*
- SPED 475 - Behavior Intervention & Practicum **3 Credit Hours** \*

K-6 Special Education Total: 45

Subject Endorsement Total: 79

\* Courses marked with an asterisk require admission to Teacher Education.

\*\* Students must complete these courses prior to admission to Teacher Education.

## **Supplemental Endorsement**

### **Coaching, Supplemental Endorsement**

The following program is provided for teacher education candidates interested in coaching interscholastic sports. It is designed to fit the needs of the middle level and/or high school coach and leads to an institutional recommendation for endorsement. Students completing this program are required to complete a teacher education endorsement program, as this is a supplemental endorsement. No grade lower than "C-" will satisfy the following requirements.

#### Coaching 7 - 12

- HPER 204 - Coaching Athletics: Theory & Practice **2 Credit Hours**
- HPER 215 - First Aid/CPR/AED: Adult, Child and Baby **1 Credit Hours**
- HPER 430 - Sports Nutrition **3 Credit Hours**
- HPER 310 - Psychology of Sports & Physical Activities **3 Credit Hours**
- HPER 325 - Prevention & Care of Sports Injuries **3 Credit Hours**

Supplemental Endorsement Total: 12

### **Early Childhood Education (PK-3), Supplemental Endorsement**

This set of courses, added to the program option in Elementary Education, will endorse an individual to teach Early Childhood from PK-3 (Prekindergarten-Grade 3). No grade lower than "C-" will satisfy the following requirements.

#### Pk-3 Early Childhood Education

- EDUC 206 - Principles of Early Childhood Education **3 Credit Hours**
- EDUC 231 - Emergent Literacy & Language Arts **3 Credit Hours**
- EDUC 232 - Creative Arts in Early Childhood Education **3 Credit Hours**
- EDUC 308 - Preschool Practicum **1 Credit Hours** \*
- EDUC 336 - Inquiry in Early Childhood Education **3 Credit Hours** \*
- EDUC 402 - Developmental Curriculum in Early Childhood Education **3 Credit Hours** \*
- EDUC 428 - Organization & Administration of Early Childhood Education **3 Credit Hours** \*

Supplemental Endorsement Total: 19

\* Courses marked with an asterisk require admission to Teacher Education.

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

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

### English as a Second Language (PK-12)

- EDUC 414 - Practicum in ESL **1 Credit Hours** \*
- Or**
- EDUC 514 - Practicum in ESL **1 Credit Hours** \*
  
- EDUC 416 - Teaching Grammar to Non-Native Speakers **3 Credit Hours** \*
- Or**
- EDUC 516 - Teaching Grammar to Non-native Speakers **3 Credit Hours** \*
  
- EDUC 417 - Second Language Acquisition **3 Credit Hours** \*
- Or**
- EDUC 517 - Second Language Acquisition **3 Credit Hours** \*



- EDUC 418 - Assessment & Evaluation of English Language Learners **2 Credit Hours** \*
- Or
- EDUC 518 - Assessment & Evaluation of English Language Learners (ELL) **2 Credit Hours** \*
  
- EDUC 423 - Methods & Curriculum Design in the English as a Second Language Classroom **3 Credit Hours** \*
- Or
- EDUC 523 - Methods & Curriculum Design in the English as a Second Language Classroom **3 Credit Hours** \*
  
- EDUC 438 - Professional Collaboration with Parents & Families **3 Credit Hours** \*
- Or
- EDUC 538 - Professional Collaboration with Parents & Families **3 Credit Hours** \*

Content Area Total: 15

\* Courses marked with an asterisk require admission to Teacher Education.

## **Pre-Professional Programs**

### **Pre-Clinical Perfusion**

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

### **Suggested Courses**

#### **Biology**

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL\*\*\* Recommended electives - Cell Biology, Genetics, Immunology

Biology Total: 16

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### Mathematics

- MATH \*\*\* Math Electives **3 Credit Hours**

Mathematics Total: 3

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**

Physics Total: 5

Pre-Clinical Perfusion Total: 32

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Cytotechnology**

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL \*\*\* Recommended electives - Cell Biology, Genetics, Parasitology, immunology **4 Credit Hours**

Biology Total: 20

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### Mathematics

- MATH \*\*\* Math Electives **3 Credit Hours**

Mathematics Total: 3

Pre-Cytotechnology Total: 31

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## Pre-Dental

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-dental and pre-medical programs.

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL \*\*\* Suggested Biology Electives - Anatomy, Immunology, Physiology, Cell Biology, Microbiology, Comparative Anatomy,

Parasitology, Genetics, Evolution, Ecology, Vertebrate Diversity **12-20  
Credit Hours**

Biology Total: 20 to 28

Math

- MATH \*\*\* Suggested Math Electives - Trigonometry, Calculus **3-5 Credit Hours**

Math Total: 3 to 5

Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM \*\*\* Suggested Chemistry Elective - Biochemistry **5 Credit Hours**

Chemistry Total: 18 to 23

English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

Statistics

- STAT 210 - Statistics **3 Credit Hours**

Statistics Total: 3

## Other Suggested Electives

- Anthropology
- Business Law
- Political Science
- Business Organization
- English Literature
- Economics
- Psychology
- Sociology

Suggested Electives Total: 15 to 30

Pre-Dental Total: 90

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## Pre-Dental Hygiene

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

## Suggested Courses

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**

Biology Total: 16

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**

- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 8

### Humanities Electives

- HUM \*\*\* Electives in Humanities **6 Credit Hours**

Humanities Total: 6

### Social Sciences

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**
- Social Science Electives **3 Credit Hours**

Social Sciences Total: 9

### Speech

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

Speech Total: 3

### Health Physical Education And Recreation

- HPER 430 - Sports Nutrition **3 Credit Hours**

Health Physical Education and Recreation Total: 3

### 12 Hour Series

(please meet with your advisor to discuss)

Pre-Dental Hygiene Total: 63

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Law**

The undergraduate curriculum of Peru State provides a sound foundation for pre-law study and offers students an opportunity to challenge and expand their capacities to the fullest. Students planning a legal career should inform their academic advisor of this fact early in their undergraduate years in order to make important decisions regarding the selection of courses. During the junior or senior year, the student will need to register for the Law School Admissions Test (LSAT). Acceptance into law school will depend upon many factors, including scores on the LSAT and grade point average. Other factors generally considered by law schools include campus and community involvement, work experience, and letters of recommendation. The Peru State undergraduate experience provides an excellent opportunity to demonstrate strength in these areas.

### **Suggested Pre-law Courses**

- ANTH 225 - Introduction to Cultural Anthropology **3 Credit Hours**
- BUS 251 - Legal Environment & Contract Law **3 Credit Hours**
- BUS 252 - Commercial Law **3 Credit Hours**
- BUS 468 - Public Administration **3 Credit Hours** \*
- BUS 231 - Principles of Financial Accounting **3 Credit Hours**
- CJUS 110 - Survey of Criminal Justice **3 Credit Hours**
- CJUS 340 - Criminal Procedures & the Courts **3 Credit Hours**
- ECON 222 - Principles of Macroeconomics **3 Credit Hours**
- ENG 309 - Creative Writing **3 Credit Hours**
- ENG 301 - Traditional Grammar **3 Credit Hours**
- HIST 113 - American History Before 1865 **3 Credit Hours**
- HIST 114 - American History After 1865 **3 Credit Hours**
- HIST 201 - World Civilization Before 1500 **3 Credit Hours**
- HIST 202 - World Civilization After 1500 **3 Credit Hours**
- HIST 426 - American Constitutional Law **3 Credit Hours**
- PHIL 201 - Introduction to Philosophy **3 Credit Hours**
- PSCI 201 - American National Government **3 Credit Hours**
- PSCI 202 - State & Local Government **3 Credit Hours**
- PSCI 426 - American Constitutional Law **3 Credit Hours** \*

- PSCI 468 - Public Administration **3 Credit Hours** \*
- SOC 201 - Principles of Sociology **3 Credit Hours**
- SPCH 254 - Public Speaking **3 Credit Hours**
- SPCH 357 - Interpretive Reading **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Pre-Law Total: 69

- Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.
- Grades lower than "C-" will not normally be accepted in transfer by other institutions.

Suggested Major Fields of Study: English, History, Business, Social Science, Sociology

\* Denotes cross-listed courses

## Pre-Medical

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-dental and pre-medical programs.

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**
- BIOL \*\*\* Suggested Biology Electives - Molecular Biology, Immunology, Microbiology **11 Credit Hours**

Biology Total: 11 to 22

#### Calculus or Statistics

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Calculus or Statistics Total: 3 to 5



## Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Chemistry Total: 22

## English Composition

- ENG 101 - English Composition **3 Credit Hours**

English Total: 3 to 6

## Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

## Humanities And/or Social Sciences

- Anthropology
- Art
- Communications
- Economics
- English
- Geography
- Geology
- Government
- History
- Journalism
- Literature
- Music
- Philosophy
- Political Science
- Psychology
- Sociology

- Speech
- Theatre

Humanities and/or Social Sciences Total: 12 to 16

Pre-Medical Total: 62 to 82

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## Pre-Medical Lab Science

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**
- BIOL 315 - Introductory Immunology **3 Credit Hours**
- BIOL 330 - Cellular Biology **3 Credit Hours** (strongly recommended)
- BIOL 312 - Human Physiology **4 Credit Hours** (strongly recommended)
- BIOL 398 - Human Parasitology **4 Credit Hours** (strongly recommended)

Biology Total: 29

#### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 205 - Principles of Qualitative Analysis **4 Credit Hours**

**Or**

- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**
- CHEM 461 - Molecular Biology & Molecular Techniques **4 Credit Hours**

Chemistry Total: 26 to 27

English Composition

- ENG 101 - English Composition **3 Credit Hours**

English Total: 3

Mathematics

- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Mathematics Total: 6

Electives

- \*\*\* Additional coursework in science, mathematics and writing skills **13-14 Credit Hours**

Pre-Medical Lab Sciences Total: 78

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Mortuary**

The students in this program are advised to secure a catalog from the professional school they expect to attend as individual schools may vary in requirements for pre-professional

Suggested Courses

Accounting

- BUS 231 - Principles of Financial Accounting **3 Credit Hours**

- BUS \*\*\* Electives in Business **3 Credit Hours**

Accounting Total: 6

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**

Biology Total: 16

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 114 - Trigonometry **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Mathematics Total: 6

### Psychology and Counseling

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC \*\*\* Electives in Psychology, Counseling or Sociology **3 Credit Hours**

Psychology Total: 6

## Speech

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

Speech Total: 3

## Electives

Electives Total: 9

Pre-Mortuary Total: 60

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## Pre-Nursing

The basic arts and sciences requirements for nursing programs vary depending on the school selected and the level of training offered (i.e., diploma, associate degree or baccalaureate degree program). The pre-nursing students are advised to obtain a copy of the catalog from the nursing school selected to insure proper planning for transfer.

## Suggested Courses

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

Biology Total: 16

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**

Chemistry Total: 4

## English

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

## Math

- MATH 112 - College Algebra **3 Credit Hours**
- **Or**
- STAT 210 - Statistics **3 Credit Hours**

Math Total: 3

## Nutrition

- HPER 430 - Sports Nutrition **3 Credit Hours**

Nutrition Total: 3

## Humanities

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- SOC 201 - Principles of Sociology **3 Credit Hours**
- COUN 300 - Professional Ethics **3 Credit Hours**
- \*\*\* Humanities Electives - courses addressing culture, race, ethnicity, gender, family, human behavior, political science, or social organization **12 Credit Hours**

Humanities Total: 24

Pre-Nursing Total: 56

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Occupational Therapy**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

## Suggested Courses

### Natural Sciences

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

4 semester hours of natural science courses (Biology, Chemistry, Kinesiology, Physics or related)

Natural Sciences Total: 16

### English Composition

- ENG 101 - English Composition **3 Credit Hours**

English Total: 3

### Psychology

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours**
- PSYC 450 - Abnormal Psychology **3 Credit Hours**

Psychology Total: 9

### Statistics

- STAT 210 - Statistics **3 Credit Hours**

Statistics Total: 3

### Humanities

Courses from two of the following subjects: anthropology, art history or appreciation, community health, criminal justice, cultural geography, ethnic studies, gerontology, human sexuality, literature, marriage/family, music, personal health, philosophy, psychology (in addition to psychology requirement), religion, social science, social work, sociology, theatre, women's studies.

Humanities Total: 6

### Medical Terminology

One sequence or course completed. Certificate programs accepted. UNMC offers a medical terminology course, CAHP 310, which meets this requirement. Taking medical terminology at UNMC is not a preference factor for admission.

Medical Terminology Total: 2

Pre-Occupational Therapy Total: 39

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at Peru State College.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Optometry**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### **Suggested Courses**

#### **Biology**

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours** (recommended)
- BIOL 312 - Human Physiology **4 Credit Hours** (recommended)
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 330 - Cellular Biology **3 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours** (recommended)

Biology Total: 26

#### **Chemistry**

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours** (recommended)



Chemistry Total: 17

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Mathematics Total: 8

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

### Psychology

- PSYC 121 - Introduction to Psychology **3 Credit Hours**

Psychology Total: 3

### Sociology

- SOC 201 - Principles of Sociology **3 Credit Hours**

Sociology Total: 3

### Electives

- \*\*\* Recommended electives include courses in computer science, business, economics, public speaking, additional sociology & psychology course **16 Credit Hours**

Pre-Optometry Total: 89

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Osteopathic Medicine**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### **Suggested Courses**

#### **Biology**

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL \*\*\* Recommended Electives - Anatomy, Physiology, Immunology, Cell Biology, Microbiology **18 Credit Hours**

Biology Total: 26

#### **Chemistry**

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Chemistry Total: 22

#### **English Composition**

- ENG 101 - English Composition **3 Credit Hours**
- ENG \*\*\* Electives - SPCH 152 - Fundamentals of Speech OR ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

#### **Physics**

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

Pre-Osteopathic Total: 64

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Pharmacy**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

Biology Total: 16

#### Chemistry and Physics

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**
- PHYS 201 - General Physics I **5 Credit Hours**
- CHEM 206 - Principles of Quantitative Analysis **4 Credit Hours**
- Or**
- PHYS 202 - General Physics II **5 Credit Hours**

Chemistry Total: 31 to 32

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**
- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

English Total: 9

### Mathematics

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**

Mathematics Total: 5

### Stats

- STAT 210 - Statistics **3 Credit Hours**

Statistics Total: 3

### Restricted & Additional Electives

Restricted electives should be from the following areas: Fine & Performing Arts, History, Humanities, Political Science, Literature, Social Sciences, and Behavioral Sciences.

Additional electives should be selected from the areas of: Business Administration, Chemistry, Computer Science, and Physics

Restricted & Additional Electives Total: 9 Credit Hours

Pre-Pharmacy Total: 73 to 74

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

### **Pre-Physical Therapy**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

## Suggested Courses

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

Biology Total: 16

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### English Composition

- ENG 101 - English Composition **3 Credit Hours**

English Total: 3

### Mathematics

- STAT 210 - Statistics **3 Credit Hours**
- MATH 114 - Trigonometry **3 Credit Hours**

Mathematics Total: 6

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

### Psychology

- PSYC 121 - Introduction to Psychology **3 Credit Hours**

Psychology Total: 3

Social Sciences

- SOC 201 - Principles of Sociology **3 Credit Hours**

Sociology Total: 3

Pre-Physical Therapy Total: 49

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Physician Assistant**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

Suggested Courses

Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

Biology Total: 23

Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**

- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Chemistry Total: 22

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Mathematics Total: 6

### Psychology

- PSYC 121 - Introduction to Psychology **3 Credit Hours**
- PSYC 250 - Human Growth & Development **3 Credit Hours**
- PSYC 450 - Abnormal Psychology **3 Credit Hours**

Psychology Total: 9

Pre-Physician Assistant Total: 66

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Podiatric Medicine**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### Suggested Courses

#### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 420 - Comparative Anatomy & Evolution of the Vertebrates **4 Credit Hours** (recommended)
- BIOL 404 - Genetics **3 Credit Hours** (recommended)

Biology Total: 23

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Chemistry Total: 22

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours** (recommended)

Mathematics Total: 5

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

### Psychology



- PSYC 121 - Introduction to Psychology **3 Credit Hours**

Psychology Total: 3

Pre-Podiatric Medicine Total: 69

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Radiography**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

### **Suggested Courses**

#### **Biology**

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

Biology Total: 16

#### **Chemistry**

- CHEM 101 - General Chemistry I **4 Credit Hours**

Chemistry Total: 4

#### **English Composition**

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

#### **Mathematics**

- MATH 112 - College Algebra **3 Credit Hours**
- STAT 210 - Statistics **3 Credit Hours**

Mathematics Total: 6

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**

Physics Total: 5

### Speech

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

Speech Total: 3

### Humanities and Social Sciences

- PSYC 121 - Introduction to Psychology **3 Credit Hours**  
**Or**
- SOC 201 - Principles of Sociology **3 Credit Hours**

Humanities and Social Sciences Total: 3

### Other Electives

- \*\*\* Suggested elective courses in science, mathematics, humanities/social sciences, computer science **15 Credit Hours**

Other Electives Total: 15

Pre-Radiography Total: 58

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Respiratory Therapy**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

## Suggested Courses

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**

Biology Total: 20

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**

Chemistry Total: 8

### English Composition

- ENG 201 - Advanced English Composition **3 Credit Hours**
- ENG 101 - English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 114 - Trigonometry **3 Credit Hours**

Mathematics Total: 3

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

## Psychology

- PSYC 121 - Introduction to Psychology **3 Credit Hours**

Psychology Total: 3

## Speech

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

Speech Total: 3

## Sociology

- SOC 201 - Principles of Sociology **3 Credit Hours**

Sociology Total: 3

## Liberal Arts or Professional Electives

- \*\*\* Recommended electives include statistics, computer science, additional psychology and sociology course **34 Credit Hours**

Pre-Respiratory Therapy Total: 90

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Pre-Veterinary Medicine**

Students are advised to secure a catalog from the professional school they plan to attend as individual schools may vary in requirements.

## Suggested Courses

### Biology

- BIOL 102 - Introductory Zoology **4 Credit Hours**
- BIOL 101 - Introductory Botany **4 Credit Hours**

- BIOL 210 - Human Anatomy **4 Credit Hours**
- BIOL 312 - Human Physiology **4 Credit Hours**
- BIOL 301 - Microbiology **4 Credit Hours**
- BIOL 404 - Genetics **3 Credit Hours**

Biology Total: 23

### Chemistry

- CHEM 101 - General Chemistry I **4 Credit Hours**
- CHEM 102 - General Chemistry II **4 Credit Hours**
- CHEM 303 - Organic Chemistry I **5 Credit Hours**
- CHEM 304 - Organic Chemistry II **5 Credit Hours**
- CHEM 431 - Biochemistry & Biochemical Techniques **4 Credit Hours**

Chemistry Total: 22

### English Composition

- ENG 101 - English Composition **3 Credit Hours**
- ENG 201 - Advanced English Composition **3 Credit Hours**

English Total: 6

### Mathematics

- MATH 225 - Calculus with Analytic Geometry I **5 Credit Hours**
- MATH \*\*\* Electives in Mathematics **3 Credit Hours**

Mathematics Total: 8

### Physics

- PHYS 201 - General Physics I **5 Credit Hours**
- PHYS 202 - General Physics II **5 Credit Hours**

Physics Total: 10

### Speech

- SPCH 152 - Fundamentals of Speech **3 Credit Hours**

Speech Total: 3

Arts, Humanities and/or Social Science Electives

Electives Total: 8

Pre-Veterinary Science Total: 80

\*Entering Freshmen majoring in Natural Science should enroll for BIOL 101 or BIOL 102, CHEM 101, and ENG 101 during their first semester at PSC.

Grades lower than "C-" will not normally be accepted in transfer by other institutions.

## **Internship/Directed Study/Special Topic/Independent Study**

In addition to the courses described in this section, Internship, Directed Study, Special Topic, and Independent Study courses are available for most disciplines. These courses may require special procedures and/or School approval before they can be taken.

**Internship, Directed Study, Special Topic, and Independent Study courses are generally described as follows:**

### **241/441 Cooperative Education Internship (1 to 12 credit hours)**

This course is designed for students to explore and gain work experience related to their major and anticipated career goals. Students may enroll for 1-12 hours of graded credit. A minimum of forty-five hours of work experience will be required for each hour of credit per semester. The student will complete necessary paperwork with the employer and the Internship Supervisor. No more than 12 credit hours of internship credit may be counted towards graduation requirements.

**Prerequisites Required:** 45 completed credit hours and good academic standing.

### **389 Study Abroad**

This course provides opportunities for students to learn and apply disciplinary knowledge in a global context while gaining intercultural skills. The course includes an international travel component.

**Prerequisite Required:** None

**General Studies Outcome:** Cultural Literacy, Diversity and Equity

**298/498 Special Topics (1 to 4 credit hours)**

Study of a topic in a special area of interest. No more than eight (8) hours of Special Topics may be counted toward graduation requirements.

**Prerequisite Required:** None

**442 Cooperative Education Internship (0 to 12 credit hours)**

This course is designed for students to explore and gain work experience related to their major and anticipated career goals. Students may enroll for 1-12 hours of graded credit. A minimum of forty-five hours of work experience will be required for each hour of credit per semester. The student will complete necessary paperwork with the employer and the Internship Supervisor. No more than 12 credit hours of internship credit may be counted towards graduation requirements.

**Prerequisites Required:** 45 completed credit hours and good academic standing. Limited to Career Scholars

**499 Independent Study (1 to 3 credit hours)**

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed in consultation with a faculty member. Students must meet with the instructor at least once each week and be capable of doing independent research, work, and study. No more than one (1) Independent Study may be taken each semester and no more than six (6) hours of Independent Study may be counted toward graduation requirements.

**Prerequisite Required:** Junior Standing

**Directed Study (1 to 5 credit hours)**

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.

**Prerequisites Required:** As per course being completed, Minimum of 90 semester hours and be within two (2) semesters of graduating.

## **Course Descriptions**

Internship/Directed Study/Special Topic/Independent Study

## **Anthropology**

### **ANTH 225 - Introduction to Cultural Anthropology**

#### **3 Credit Hours**

A comparative and historical approach to the religion, social organization, subsistence patterns, and the other aspects of the great variety of cultures around the world.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **ANTH 308 - Native American History & Culture**

#### **3 Credit Hours**

This course is a broad introductory survey of the cultures and historical experiences of North American peoples from pre-contact to the present in ethno-historical perspective. Course content reflects the diverse nature of indigenous experience across a spectrum of culture groups that comprise the Native peoples of North America. Instruction focuses on how the indigenous peoples of North America responded to the ever-shifting societal stresses that accompanied rapid and often violent social, cultural, and environmental transformations of the last four centuries and how they adapted and changed to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, their sovereignty, and their right to self-determination.

**Cross Listed:** HIST 308

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

## **Art**

### **ART 101 - Drawing I**

#### **3 Credit Hours**



A study of basic drawing techniques using a variety of drawing media.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 102 - Drawing II**

#### **3 Credit Hours**

A continuation of Drawing I with an emphasis on improving techniques.

**Prerequisite:** ART 101

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 120 - 2-D Design Foundation**

#### **3 Credit Hours**

This computer-based course is a study of two-dimensional design and color theory through the use of the elements and principles of design.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 204 - 3-D Design Foundation**

#### **3 Credit Hours**

A study of three-dimensional design using a variety of media.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 206 - Art Appreciation**

#### **3 Credit Hours**

The study of art history principles through painting, sculpture, architecture, etc.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 215 - Typography**

### **3 Credit Hours**

This course explores the dynamic between verbal and visual communication through typographic form. The history of letterform, text formatting and organization, and the balance between readability and style in type are addressed through page design structured by proportional systems and modules.

**Prerequisite:** ART 220

**Corequisite:** ART 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 217 - Art History I**

#### **3 Credit Hours**

A study of painting, sculpture, and architecture from ancient times to the Gothic.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 218 - Art History II**

#### **3 Credit Hours**

This is a study of art from the Renaissance through contemporary art trends.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 220 - Introduction to Graphic Design**

#### **3 Credit Hours**

This course provides exposure to graphic design history, concepts, and processes. Special focus is placed on the use of industry standard software, building on the computer and design skills introduced in 2-D Design Foundation.

**Prerequisite:** ART 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 300 - Pottery**

### **3 Credit Hours**

This course offers experiences in hand-built and thrown projects including a basic study of glaze preparation and clay analysis. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 204

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 308 - Art Exploration**

### **3 Credit Hours**

A study of the purpose of art education in the elementary school program. The student is presented with a survey of the history and philosophy of art in the elementary school and becomes actively involved in art activities designed for the elementary school classroom.

**Prerequisite:** Sophomore Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 310 - Sculpture**

### **3 Credit Hours**

This course introduces experiences in three-dimensional form using a variety of materials. The course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 204

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 311 - Painting**

### **3 Credit Hours**

This course offers experiences in hand-built and thrown projects including a basic study of glaze preparation and clay analysis. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ART 312 - Watercolor Painting**

### **3 Credit Hours**

This course emphasizes compositions in color using opaque and transparent watercolor. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ART 313 - Illustration**

### **3 Credit Hours**

This course guides students in understanding how illustration functions as an image that enhances or complements a specific text. An overall view of the field is covered through studio assignments that explore the creative possibilities of digital and traditional techniques combined with an emphasis on drawing. This course may be repeated for a total of nine (9) hours.

**Prerequisite:** ART 101

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

## **ART 314 - Digital Photography**

### **3 Credit Hours**

This course emphasizes the aesthetic aspects of photography including lighting, color, and composition. Students will explore camera and digital techniques such as exposure, color corrections, retouching, and creative image manipulation. This course may be repeated for a total of nine (9) hours.

**Prerequisite:** ART 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

## **ART 316 - Visual Identity**

### **3 Credit Hours**

This course covers developing a visual identity for a company or organization

that includes logo design as well as manual writing and design that set identity application guidelines.

**Prerequisite:** ART 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 320 - Web Design**

#### **3 Credit Hours**

This course introduces basic concepts related to designing web sites. Students build structure, interactivity, and styling through the use of popular web design software applications. This course may be repeated for a total of nine (9) hours.

**Prerequisite:** ART 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 321 - Motion Graphics**

#### **3 Credit Hours**

This course emphasizes developing motion graphics for type and images that integrate spatial transformations, temporal and typographic considerations, frame mobility, and the principles of animation. This course may be repeated for a total of nine (9) hours.

**Prerequisite:** ART 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics; Technology & Its Application

### **ART 322 - Modern & Contemporary Art**

#### **3 Credit Hours**

This online survey art history course covers the development of European and American art from the late 19th century to the present. Non-western art during this time frame may also be addressed.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 325 - Figure Drawing**

### **3 Credit Hours**

Figure drawing is a course that deals with drawing of the human anatomy from live models. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 120 , ART 204

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 330 - Printmaking**

### **3 Credit Hours**

This course introduces the history and techniques of the graphic arts of block printing, etching, and lithography. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 333 - Design Studio**

### **3 Credit Hours**

In this course, art majors or minors gain professional experience, under the art direction of a faculty member, by designing print and digital collateral for campus clients, non-profit organizations, and/or local/regional businesses. Projects are developed entirely in-house from research to concept to execution, including client presentations and production for print and web.

**Prerequisite:** ART 215, ART 220 or ART 316 or Instructor's permission

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 334 - Designer's & Artist's Professional Seminar**

### **3 Credit Hours**

This course for graphic design and fine art majors covers developing self-promotional materials and strategies for job/opportunities as a designer and/or visual artist. Students write and design their resumes, practice interviewing and job-search strategies, develop a professional portfolio and write their designer/artist statements.

**Prerequisite:** ART 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 350 - Studio Activities**

#### **3 Credit Hours**

An integrated course consisting of students working in various art mediums. Students will be allowed to work in the field of their choosing; painting, sculpture, etc. This course may be repeated for a total of twelve (12) hours.

**Prerequisite:** ART 101, ART 102, ART 120, ART 204

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ART 400 - Senior Exhibition/Portfolio**

#### **0 Credit Hours**

Art majors will mount an exhibition of their artwork and develop a slide portfolio. Senior Exhibition/Portfolio is the capstone course for the student creative experience in art at Peru State College.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **Biology**

### **BIOL 101 - Introductory Botany**

#### **4 Credit Hours**

This course examines the foundation principles of biology with special emphasis on anatomy, morphology, life cycles, reproduction, evolution and diversity of plants and related organisms. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 102 - Introductory Zoology**

#### **4 Credit Hours**

This course examines the foundation principles of biology with special emphasis on anatomy, morphology, life cycles, reproduction, evolution and diversity of animals and related organisms. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

#### **BIOL 130 - General Biology**

#### **4 Credit Hours**

An integrated course designed to introduce the basic patterns and processes of biology and the scientific method. The course builds a conceptual understanding of major biological problems and opportunities and the role the biological sciences play in understanding and solving these problems and exploiting opportunities. Major topics include: medicine, epidemiology and disease; applied evolution and ecology; genetic engineering, cloning and biotechnology; population growth and the role of demographics in energy and economic development, and other relevant current topics as appropriate. This is a course for non-majors and cannot be used for elective credit in the Natural Science major. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

#### **BIOL 150 - Biodiversity**

#### **4 Credit Hours**

Is an introductory, non-majors, internet-delivered laboratory course in the Natural Sciences. The course examines the diversity of living organisms with an emphasis on taxonomy and classification, life history, and evolution. The course covers the five major kinds of organisms (bacteria, fungi, plants, protists, animals) and the major subdivisions within each. Laboratory is required and involves investigations, observations, and other activities by students on their own time



**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**BIOL 210 - Human Anatomy**

**4 Credit Hours**

A comprehensive examination of the cell biology, histology, and organ systems of humans. The course is designed for students in allied health and pre-nursing. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**BIOL 220 - Horticulture & Plant Propagation Techniques**

**3 Credit Hours**

Students learn the foundation aesthetic, maintenance and propagation techniques of horticulture in this course. Emphasis is placed on plant propagation techniques and horticultural practices for plant species suited for successful gardening in Nebraska. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**BIOL 225 - Freshwater Biology**

**3 Credit Hours**

This course examines the biology of lakes and streams, focusing on the diversity, assembly, and interactions of macrobiotic communities. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**BIOL 301 - Microbiology**

#### **4 Credit Hours**

An introduction to the biology of prokaryotic, eukaryotic, and viral microbes; the diseases associated with microbes; and basic microbiology lab techniques. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101 and BIOL 102, or BIOL 210

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

#### **BIOL 311 - Evolution & Systematic Biology**

#### **3 Credit Hours**

Evolution is the core theory of modern biology, and all biology depends upon a robust systematic hypothesis of evolutionary relationship among organisms. This course presents the fundamental concepts of the modern Evolutionary Synthesis: adaptation, niche and population variation; microevolution; speciation and species isolation; systematic theory; phenetic and phylogenetic classification; and zoological nomenclature

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

#### **BIOL 312 - Human Physiology**

#### **4 Credit Hours**

An examination of the functions and interactions of the organ systems of the human body with an emphasis on the body's homeostatic control mechanisms. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 102, BIOL 210

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

#### **BIOL 315 - Introductory Immunology**

#### **3 Credit Hours**

This class is intended to provide students with basic concepts on the subject of immunology. The course will introduce students to defense mechanism of the body and nomenclature of immunology as well as the components of innate and adaptive immune responses. Students learn and appreciate the broad area of immunology and its importance as a frontier discipline of biomedical sciences. Students will understand types of immune responses and their general properties.

**Prerequisite:** CHEM 102, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 317 - Ecology**

#### **4 Credit Hours**

The interactions among organisms and environment are studied in this course including major foci on ecology of the individual, population ecology, and community ecology. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 330 - Cellular Biology**

#### **3 Credit Hours**

Cellular Biology is an interdisciplinary class administered jointly by the Chemistry and Biology departments. The class is intended to provide the students with a detailed look at the organization and the chemistry of living cells. The course will teach students to understand and appreciate cellular structure and function through the understanding of structure in molecular terms and function in terms of chemical reactions and events.

**Prerequisite:** CHEM 102, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 340 - Virology**

### **3 Credit Hours**

This course will provide students with a basic conceptual understanding of virology and the effects of viruses on human health. Students will learn and understand the structure, function, and nomenclature of viruses as well as role of viruses as disease agents for humans and other living organisms. Students will understand and appreciate the broad scope of virology and its importance as a biomedical science including the role of viruses in emerging infectious disease.

**Prerequisite:** BIOL 301, BIOL 330

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 350 - Conservation & Management**

#### **3 Credit Hours**

This course examines the factors that govern the growth and decline of wildlife populations within the context of conservation science. Theoretical expectations are linked to the practical case-studies to reveal how conservation and management decisions influence populations, communities, and ecosystems

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 351 - Introduction to Geographical Information Systems**

#### **1 Credit Hours**

The course is designed to introduce students to the theory and applications of Geographical Information Systems (GIS). Students will learn how GIS information is gathered, theory and practice in map-making, and practical tools in utilizing multiple GIS platforms. Students will conduct a research project that produces maps and associated data and analyses to answer the research question.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 355 - Wildlife Techniques**

### **3 Credit Hours**

This is a laboratory and field-based examination of contemporary techniques for monitoring, sampling, and evaluating the health, size, and persistence of wildlife populations and overall community and ecosystem health.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 360 - Animal Behavior**

### **3 Credit Hours**

A survey of the evolutionary, genetic, physiological, and ecological bases of animal behavior.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 365 - Entomology: the Natural History of Great Plains Insects**

### **4 Credit Hours**

Insects are numerically, taxonomically, and volumetrically the dominant life forms on Earth. This course provides an introduction to insect diversity, evolution, ecology, taxonomy, development, and physiology through a study of the natural history of common Great Plains insects. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 370 - Natural History of Invertebrates**

### **4 Credit Hours**

This course examines invertebrate community relationships, diversity, and structure. The course stresses field-based observation of community

components, natural history, and invertebrate interactions in 4 representative invertebrate communities. Emphasis is placed on representatives in the Great Plains and Nebraska.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 380 - Invertebrate Zoology**

#### **4 Credit Hours**

This course is a comprehensive survey of the structure, classification, ecology and evolutionary relationships of invertebrate animals. Primary focus is placed on the comparative anatomy and evolution of major invertebrate phyla. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 385 - Disease & Epidemiology**

#### **3 Credit Hours**

This course examines historical and contemporary topics relevant to understanding how disease is manifested at multiple levels of organization (organismal, population, and ecosystem). Case studies from the primary and secondary literature will elucidate topics including (but not limited to): intra-host effects (pathogenesis, resistance, immunity); animal-human interactions (zoonoses; emerging diseases); disease spread and control (epidemiological models, treatment regimens, control measures); environmental science and disease (disease and biodiversity, ecosystem degradation, and in wildlife and agricultural systems); and evolution of host-pathogen relationships. Examples will be drawn from viral, bacterial, protozoological, helminthological, and nontransmissible diseases.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 398 - Human Parasitology**

### **4 Credit Hours**

The morphology, ecology, epidemiology, and evolution of parasites are studied in this laboratory course. Emphasis is placed on the diagnosis, course of infection, and clinical pathology of important human internal parasites. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 404 - Genetics**

### **3 Credit Hours**

This course provides an introduction to molecular, cellular, organismal, developmental and population genetics.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 405 - Histology & Biological Microtechnique**

### **3 Credit Hours**

The preparation, curation, and microscopic anatomy of animal and plant tissues are studied in this course. Topics include histological microtechnique, specimen fixation, differential staining and preparation of permanent mounts of whole and sectioned materials.

**Prerequisite:** BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **BIOL 407 - Developmental Biology**

### **4 Credit Hours**

This course is a study of the mechanisms of development in plants and animals.

Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 409 - Advanced Ecology**

#### **3 Credit Hours**

The interactions among organisms and environment are studied in this course including major foci on the role of genetics and adaptation on persistence and colonization by populations as well as the effects of landscape and spatial scale on the ecology of the individual, metapopulation, and community.

**Prerequisite:** BIOL 317

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 412 - Experimental Biology**

#### **3 Credit Hours**

Students will conceive, design and conduct a self-contained experimental research project in biology. The resulting data and conclusions will be reported in the form of a platform presentation and a technical manuscript. This is a capstone course for the Biological Science option and includes a student senior competency defense.

**Prerequisite:** Junior Standing, BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 414 - Internship in Wildlife Management**

#### **1 to 12 Credit Hours**

This program allows wildlife students to gain relevant work experience and establish professional relationships in their field of specialty. Students may enroll for 1-12 hours of graded credit. A minimum of forty hours of work experience will be required for every hour of credit per semester. The student will complete



necessary paperwork with employer and Wildlife Internship Coordinator. The student's work will be supervised and evaluated by the Wildlife Internship Coordinator in cooperation with the employer. This is a capstone course for the Wildlife Ecology option and includes a student senior competency defense. Arranged.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 420 - Comparative Anatomy & Evolution of the Vertebrates**

#### **4 Credit Hours**

The evolutionary rise and diversification of vertebrates is studied through a detailed analysis of comparative anatomical design among major vertebrate taxa in lecture and the use of comparative anatomical dissection technique in laboratory. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 422 - Biology of the Ectotherms: Ichthyology & Herpetology**

#### **4 Credit Hours**

This course examines the fishes, amphibians, and reptiles from taxonomic, physiological, ecological and evolutionary perspectives. Emphasis is placed on representatives in the Great Plains and Nebraska. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 424 - Biology of the Endotherms: Mammalogy & Ornithology**

#### **4 Credit Hours**

The taxonomy, systematics, anatomy, physiology, reproduction and ecology of

birds and mammals are studied in this course, with an emphasis on common species of Nebraska and the Midwest. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 426 - Vertebrate Diversity**

#### **4 Credit Hours**

This course examines the biodiversity, natural history, physiological, and evolutionary relationships among classes of vertebrate animals. Students will compare and contrast patterns and processes in these groups, with an emphasis on the local and regional fauna. Both lecture and laboratory are required for this course.

**Prerequisite:** BIOL 101, BIOL 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **BIOL 490 - Undergraduate Research Thesis**

#### **3 Credit Hours**

Type I and Type II thesis options are available and are completed in close cooperation with a faculty mentor. Type I Option: the student will conceive, design and conduct an independent experimental research project in natural science. The resulting data and conclusions will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. Type II Option: the student will conceive, design and conduct an independent review of the technical literature on a specific topic in natural science. The resulting literature review and synthesis will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. This is a capstone course for the Biological, Wildlife or Biochemical Science options and includes a student senior competency defense. Arranged.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**BIOL 495 - Senior Competency Exam**

**0 Credit Hours**

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **Business**

**BUS 201 - Organizational Communications**

**3 Credit Hours**

Students study communication foundations, the writing process, and communicating through letters, memorandums, and E-mail messages. The culminating activities permit the students to understand research methods, to design effective organizational communication documents including a resume and cover letter, and to design and deliver a team and individual presentation.

**General Studies Outcome:** Collegiate Skills - Effective Communication

**BUS 214 - Introduction to Business Quantitative Methods**

**3 Credit Hours**

This course introduces basic business quantitative concepts to students. Basic business math, banking practices, trade discounts, markups and markdowns, breakeven analysis, payroll, credit installment purchases, mortgage finance vs. refinance, simple and compound interest calculations, annuities and sinking funds, interpretation of financial reports, depreciation, inventory, taxation, insurance, and an understanding of the elements of the stock market are included in the course. Students are introduced to basic business statistics and the use of advanced Excel in the course.

**BUS 231 - Principles of Financial Accounting**

**3 Credit Hours**

Students are introduced to accounting as an information system that provides reports to stakeholders about the economic activities and condition of a business. Students learn about the complete accounting cycle, accounting systems and internal controls, and balance sheet accounts cash, receivables, inventories, fixed and intangible assets, and current liabilities.

### **BUS 232 - Principles of Managerial Accounting**

#### **3 Credit Hours**

Students continue their preparation in accounting by studying the accounting process for partnerships and corporations - partnerships and limited liability, organization, capital stock transactions, and dividends; income and taxes, stockholders' equity, and investments in stocks; and bonds payable and investments in bonds. Other topics studied are: statement of cash flows, financial statement analysis, and managerial accounting concepts and principles.

**Prerequisite:** BUS 231

### **BUS 233 - Medical Terminology for Healthcare Business**

#### **3 Credit Hours**

This course introduces students to medical terminology, using the building blocks of word methodologies. This will include the root words, prefixes, suffixes and connectors to enable students to communicate, document and analyze medical terminology used in billing, reimbursement, and documentation of patient records.

Note: Enrollment for this course is for students majoring in Business Administration. This course cannot be substituted for any courses in the science curriculum.

### **BUS 234 - Personal Financial Planning**

#### **3 Credit Hours**

An overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, retirement and estate planning.

### **BUS 251 - Legal Environment & Contract Law**

### **3 Credit Hours**

This course examines the sources and origins of law and the legal system, legal processes, and fundamental legal principles, with an emphasis on the obligations of parties to a contract.

#### **BUS 252 - Commercial Law**

### **3 Credit Hours**

This course examines the legal principles covering sales contracts and negotiable instruments under the Uniform Commercial Code, property ownership, bailments, corporations, partnerships, and other business organizations.

**Prerequisite:** BUS 251

#### **BUS 253 - Integrated Body Systems for Reimbursement**

### **3 Credit Hours**

This course provides a basic overview of the human body systems and their functions. Along with medical terminology this course serves as a foundation for the healthcare manager to recognize the integration of the human body systems in conjunction with reimbursement documentation, coding, and billing of patient records.

Note: Enrollment for this course is for students majoring in Business Administration. This course cannot be substituted for any courses in the science curriculum.

**Prerequisite:** BUS 233

#### **BUS 260 - Entrepreneurship**

### **3 Credit Hours**

This course is designed for individuals interested in starting a small business. The areas covered include writing a small business plan, researching markets, raising money, analyzing accounting records, and using information technology.

#### **BUS 313 - Loss Prevention**

### **3 Credit Hours**

This course imparts the knowledge of internal security issues such as personnel screening, the identification of high-risk employees, methods of employee theft, honesty shopping, undercover detectives, interrogation principles, counseling, alarm systems, and perimeter security. External issues include shoplifting, checks and credit card security, forgery, burglary, and vendor fraud.

**Cross Listed:** CJUS 313

### **BUS 328 - Principles of Marketing**

#### **3 Credit Hours**

Students learn the buying, selling, transporting, and storing functions involved in marketing, with an introduction to retailing, wholesaling, and marketing management.

### **BUS 329 - Integrated Marketing Communications**

#### **3 Credit Hours**

Students examine the elements of integrated marketing communications including advertising, direct marketing, social media, personal branding, personal selling, sales promotion, and public relations/publicity, focusing on the blending of the elements into a total enterprise marketing communications program.

**Prerequisite:** BUS 328

### **BUS 330 - Healthcare Delivery Systems**

#### **3 Credit 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.

### **BUS 331 - Risk Management & Insurance**

### **3 Credit Hours**

This course introduces students to the study of risk management and insurance.

### **BUS 332 - Investments**

### **3 Credit Hours**

This course utilizes economic principles in evaluating the major uses of investment funds, including savings accounts in banks and other financial institutions, government bonds, corporate stocks and bonds, annuities, and real estate. Students will examine key components and risk factors of successful and unsuccessful investment portfolios.

**Prerequisite:** ECON 221, ECON 222

### **BUS 333 - Healthcare Management**

### **3 Credit Hours**

This course provides students with the understanding of managing health care departments. Topics such as, leadership skills, human resources for healthcare professionals, budgets, decision making, change management, communication and cultural diversity will be discussed.

**Prerequisite:** BUS 233

### **BUS 335 - Production/Operations Management**

### **3 Credit Hours**

This course explores a wide variety of production and operations management topics. Topics include: operations strategy and competitiveness, product design, process selection, quality management, capacity management, Just-in-Time (JIT) production systems, facility location and layout, supply chain management, operations scheduling, and the production planning process.

**Prerequisite:** BUS 232, STAT 210 (or MATH 240 or MATH 340)

### **BUS 336 - Marketing Research**

### **3 Credit Hours**

Students develop an understanding of the theories and techniques of planning, conducting, analyzing and presenting market studies as an aid to problem-solving in business. Students will study different methodologies with emphasis on primary research including data collection, interviewing, and report-generation software including data analysis. Students will develop project, instrument and sampling designs, using electronic and printed survey methods.

**Prerequisite:** BUS 328, STAT 210 (or MATH 240 or 340)

### **BUS 337 - Intermediate Accounting I**

### **3 Credit Hours**

This course is a comprehensive study of accounting theory and concepts relating to the balance sheet, income statement, statement of cash flows, cash, current receivables, revenue recognition, and inventories.

**Prerequisite:** BUS 232, CMIS 101

### **BUS 338 - Intermediate Accounting II**

### **3 Credit Hours**

This course is a comprehensive study of accounting concepts relating to plant assets, investments in equity securities, accounting for debt securities, leases, stockholder's equity, accounting for changes and errors, accounting for income taxes and earnings per share.

**Prerequisite:** BUS 337, CMIS 101

### **BUS 339 - Business Finance**

### **3 Credit Hours**

Students examine the sources and management of funds used to finance assets. Strategies and tools are presented in the areas of financial analysis and planning, working capital management, capital budgeting, and long-term financing.



**Prerequisite:** BUS 232

**BUS 342 - Accounting Information Systems Design & Analysis**

**3 Credit Hours**

This course provides an examination of accounting system concepts, applications, and the process by which they are analyzed, designed and implemented. An emphasis is placed on computer-based systems through the use of extensive case analysis.

**Prerequisite:** BUS 232, CMIS 101

**BUS 343 - Medical Sociology and Ethics**

**3 Credit Hours**

This course explores the branch of sociology that deals with the analysis of medical organizations and how social and cultural factors affect them. Through medical sociology, the condition of the patients and the education of individuals regarding various socio-cultural factors, lifestyle and social identities that may make them vulnerable to disease.

**Cross Listed:** SOC 343

**BUS 345 - Real Estate Principles & Practices**

**3 Credit Hours**

This course presents real estate law as it affects interests in land, marketing, ownership, sales, leases, and agencies. The financial, marketing, and managerial aspects of real property are introduced.

**BUS 347 - Consumer Behavior**

**3 Credit Hours**

This course presents the principles of consumer behavior in the areas of motivation, perception, learning, attitude change, information processing, life-style, demographics, social class, reference groups, opinion leaders and diffusion, family and culture, and shopping environments.

**Prerequisite:** BUS 328

**BUS 348 - Retail Management & Merchandising**

**3 Credit Hours**

This course presents the principles of retailing including strategies, merchandise management, store operations, evaluation and control, financial strategies, human resources management, buying and selling, information systems, promotions, and inventory control.

**Prerequisite:** BUS 328

**BUS 350 - Professional Selling**

**3 Credit Hours**

Students focus on the skills and techniques used in selling and persuasion. The course helps students learn to sell products and ideas through a study of proven techniques used by successful salespeople.

**Prerequisite:** BUS 328

**BUS 353 - Organizational Ethics**

**3 Credit Hours**

This course applies ethical concepts and principles to moral issues in business: corporate responsibility, discrimination, advertising, competition, whistleblowing, trade-secrets, multinationals, environment, workers' rights, government regulation, investment, bribes, product liability, and consumerism.

**BUS 355 - E-Marketing**

**3 Credit Hours**

Overview of different types of internet business, internet marketing, global e-commerce, consumer issues, business-to-business internet marketing, online selling strategies, legal and ethical issues. Today's social media like YouTube, Facebook, Blogs, and Twitter are the new customer-centric methods to reach and collaborate with customers in building relationships, and in marketing ideas

using digital media. The course explores new media, online selling strategies, Web Analytics and Internet-based business marketing techniques.

**Prerequisite:** BUS 328

### **BUS 360 - Real Estate Finance**

#### **3 Credit Hours**

This course is a detailed analysis of the methods and techniques of financing the purchase of real estate. Areas of study include fund sources, analysis of mortgage risk, FHA underwriting, other government influences and agencies, legal aspects, and the policies and procedures of lending institutions.

**Prerequisite:** BUS 345

### **BUS 361 - Real Estate Law**

#### **3 Credit Hours**

Students learn the legal implications of estates in land, deeds, leases, mortgages, easements, zoning ordinances, covenants, trespass, nuisance, licenses, invitees, and descendants' estates.

**Prerequisite:** BUS 345

### **BUS 365 - Leadership Theory and Practice**

#### **3 Credit 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.

### **BUS 371 - Cost/Managerial Accounting**

#### **3 Credit Hours**

This course covers the accounting concepts and procedures pertaining to cost/managerial reporting. Major topics are cost flows, allocation of indirect costs,

job order costing and process costing, and the accounting for lost units, joint products, and by products.

**Prerequisite:** BUS 232, CMIS 101

### **BUS 372 - Advanced Cost/Managerial Accounting**

#### **3 Credit Hours**

This course covers standard costing, variable costing, relevant costing, designing a master budget, inventory control and production, capital budgeting, and designing a cost system for measuring organizational performance.

**Prerequisite:** BUS 371

### **BUS 373 - Organizational Behavior**

#### **3 Credit Hours**

This course presents the foundations of the history, theory, and applications of organizational behavior in the areas of personality, stress, motivation, job design, goal setting, learning theory, behavior modification, group behavior, power, leadership, organizational structure, decision-making, and control.

### **BUS 380 - Human Resources Management**

#### **3 Credit Hours**

Students will gain an understanding of the basic concepts associated with human resource management and learn how to plan and implement strategies for efficient management of a firm's most critical resources - employees. Recruiting, selecting, evaluating, developing, and compensating employees is emphasized, while legal issues, managing in a union environment and contemporary issues in human resources management will also be covered.

### **BUS 381 - Employee Training & Development**

#### **3 Credit Hours**

This course is designed to assist students in the study of corporate training. Topics include: needs assessment, relevant education theories and program

design, transfer of training, traditional training methods, use of new technologies in training, and follow-up and evaluation of costs and benefits of training.

### **BUS 390 - Project Management**

#### **3 Credit Hours**

This course focuses on concepts, strategies and software associated with project management and the use of project management in the organizational environment.

### **BUS 410 - Marketing Management**

#### **3 Credit Hours**

This course analyzes marketing principles from the managers' point of view, specifically in terms of their application toward meeting various marketing objectives. Strategies and tools are presented in the areas of market analysis and research, product development, advertising, promotion, pricing, and distribution. Students have the opportunity to work as part of a team to develop a detailed marketing plan.

**Prerequisite:** BUS 328

### **BUS 412 - Sales Management**

#### **3 Credit Hours**

This study of a management position in a sales career includes an analysis of such tasks as recruiting, interviewing, and hiring salespeople. Other areas of study are training and motivating, compensation methods, assigning territories, and coordinating with other managers.

**Prerequisite:** BUS 350

### **BUS 413 - Purchasing & Materials Management**

#### **3 Credit Hours**

The study of the procuring of industrial materials includes such topics as SIC codes, negotiated contracts, reciprocity, buying committees, and bidding procedures. Buying motives are studied as are procedures such as straight

rebuying, value analysis, inventory analysis, and other topics from the buyer's viewpoint.

### **BUS 414 - Supervisory Skills & Practices**

#### **3 Credit Hours**

Students learn the basics of effective supervision including worker motivation, leadership styles and practices, communication with workers, selection, promotion, compensation, training, counseling, evaluation and discipline all within the confines of frontline management.

### **BUS 419 - Federal Income Taxes - Individual**

#### **3 Credit Hours**

This course details federal laws, regulations, etc., as they pertain to the income taxation of individuals. A review of the history of taxation is included. Practice in tax return preparation and problem solving is provided.

**Prerequisite:** BUS 232

### **BUS 420 - Federal Income Taxes - Corporate, Partnership, Fiduciary**

#### **3 Credit Hours**

Students study federal laws, regulations, etc., relating to estate and gift taxation and income taxation of partnerships, corporations, and fiduciaries. Practice in tax return preparation and problem solving is provided.

**Prerequisite:** BUS 232, BUS 419

### **BUS 421 - Accounting Theory**

#### **3 Credit Hours**

This course is a study of theoretical considerations in asset measurement and income determination. Emphasis is placed on pronouncements of recognized accounting authorities.

**Prerequisite:** BUS 338

## **BUS 423 - Healthcare Law, Policy and Compliance**

### **3 Credit 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.

**Prerequisite:** BUS 251

## **BUS 425 - Accounting Analytics**

### **3 Credit Hours**

Students will develop the knowledge and skills related to the techniques and technologies used to analyze data with an emphasis on financial and non-financial data as it is linked to assessing financial performance, forecasting, decision making, and recommendations.

**Prerequisite:** BUS 232, STAT 210

## **BUS 430 - Industrial Marketing**

### **3 Credit Hours**

Students analyze industrial distribution considering organizational consumers, demand, buying process, and strategies. Understanding planning, product lines, channels, logistics, pricing, and promotion are included.

**Prerequisite:** BUS 328

## **BUS 431 - Small Business Management**

### **3 Credit Hours**

This course studies planning, requirements, resources, and operations involved in small business management/ownership.

## **BUS 433 - Healthcare Classifications and Reimbursement**

### **3 Credit Hours**

This course provides information regarding the different classification systems and their relationship with the healthcare reimbursement process. Components of the revenue cycle process will be explored and evaluated, along with how organizations manage and comply with reimbursement methodologies and regulatory requirements.

**Prerequisite:** BUS 339

### **BUS 446 - Financial Institutions and Markets**

### **3 Credit Hours**

Students study the various institutions which constitute the United States financial system. Analysis of financial market dynamics and the mechanics of interest rate determination are also covered along with evaluation of financial market opportunities.

**Prerequisite:** ECON 221, ECON 222

### **BUS 450 - Advanced Accounting**

### **3 Credit Hours**

This course emphasizes financial accounting concepts and applications related to business combinations and consolidated financial statements. Accounting for partnerships and accounting for foreign currency transactions are also covered.

**Prerequisite:** BUS 338

### **BUS 451 - Governmental & Not-for-Profit Accounting**

### **3 Credit Hours**

Accounting theory and practice are applied to governmental and other not-for-profit entities including hospitals and colleges. Auditing of government entities is discussed.

**Prerequisite:** BUS 338

### **BUS 460 - Employment Law**



### **3 Credit Hours**

This course is a comprehensive study of federal and state employment laws and regulations. Students will apply equal employment opportunity concepts to case scenarios and will explore court decisions and regulatory actions relating to human resource functions including hiring, compensating, establishing terms of employment, disciplining and terminating employees. This course will prepare the student to be an effective member of a human resources team with regard to the legal and regulatory environment of employment functions.

### **BUS 461 - Compensation & Benefits**

### **3 Credit Hours**

Students will build upon the knowledge learned in BUS 380, Human Resources Management, in understanding how the effective design and administration of total compensation systems assists in recruiting and retaining a highly qualified, motivated, and productive workforce. The focus of the course will be total compensation, including direct and indirect systems. Discussion of how organizations evaluate and determine appropriate systems for their business will be included. Topics encompass base pay systems, individual and group bonuses, executive compensation, discretionary benefits, legally required benefits, and contemporary strategy compensation challenges.

### **BUS 468 - Public Administration**

### **3 Credit Hours**

Students will study a range of topics involved in the administration of public agencies. Topics will include the history of America's public service, the development of intergovernmental relations, bureaucracies, public personnel, budgeting, decision making, evaluation procedures, and regulatory administration. This class will encourage students to investigate the role of public administration in the past and today, as well as to conjecture the possibilities for the future.

**Prerequisite:** PSCI 201

**Cross Listed:** PSCI 468

### **BUS 470 - Auditing**

### **3 Credit Hours**

This course covers generally accepted auditing standards and procedures and the philosophy supporting them. Auditing techniques available to the independent public accountant are also studied.

**Prerequisite:** BUS 338, BUS 342

### **BUS 471 - Advanced Auditing**

### **3 Credit Hours**

This course examines advanced auditing methods and procedures used to verify that financial statements present fairly the financial position and results of operations of a business or governmental entity. This course emphasizes auditing procedures, planning and risk assessment for a modern risk-based audit.

**Prerequisite:** BUS 470

### **BUS 480 - International Business**

### **3 Credit Hours**

Students learn contemporary business and management practices in multi-national market environments with emphasis on cultural, financial, and marketing differences.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **BUS 481 - International Field Experience: Business Principles & Practices**

### **3 Credit Hours**

This is a specialized international field experience focused on understanding markets and business principles and practices in a specific country or countries. The impact of culture, political and economic systems, and historical context will be considered. Students will participate in a variety of daily activities, including tours, lectures, and guided discussion sessions designed to promote understanding of the topics. Included is the presentation of strategies to develop the appropriate level of preparation to meet challenges of working and traveling

in an international/intercultural setting

**Prerequisite:** Sophomore Standing

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **BUS 491 - Strategic Marketing Management**

#### **3 Credit Hours**

An advanced study of the roles and responsibilities of marketing managers in researching, developing, analyzing, and implementing market planning strategies as well as managing the marketing function. The course encompasses an extensive range of activities and concepts and is based on the systems approach to marketing. The modern dynamic marketplace is affected by globalization and technological changes reinforce the importance of thoroughly assessing a firm's internal and external environments as a foundation for strategic and operating initiatives. A strategic marketing simulation will enhance student engagement and critical thinking skills.

**Prerequisite:** BUS 328, STAT 210 (or Math 240 or 340)

### **BUS 492 - Marketing Strategies**

#### **3 Credit Hours**

The case-study approach is used to instill the methods of marketing analysis for decision-making. Companies in a variety of industries are considered. Specific components include financial analysis, situation analysis, strategic planning activities, problem and opportunity analysis, generation and evaluation of alternative marketing programs, defining measurable objectives, and marketing mix/program decisions. Students are encouraged to take this course the semester immediately following BUS 410, Marketing Management.

**Prerequisite:** BUS 410

### **BUS 493 - Team Design & Performance**

#### **3 Credit 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.

### **BUS 495 - Business Policy**

#### **3 Credit Hours**

This course requires students to demonstrate the ability to analyze a firm's internal and external environments and to apply concepts, theories and analytical models related to the formulation and implementation of business-level and corporate-level strategies through critical thinking and problem solving. The student communicates solutions to case scenarios both in writing and through oral presentations. The influence of other functional areas on strategic thinking emphasizes teaching students the linkage between strategic problems, management interpretations, solutions, and firm performance. This senior level seminar is the capstone experience and senior competency course for Business Administration students and should be taken in the last year of study.

**Prerequisite:** Senior Standing

### **BUS 496 - Organizational Leadership**

#### **3 Credit Hours**

Seniors taking this capstone course for the Bachelor of Applied Science - Management program learn leadership theories and are required to demonstrate their analytical, communication, and solution development competencies through preparation of business case reports covering a wide variety of organizational issues. Preparation of a final comprehensive report is also required. This course is open to other students interested in developing a detailed understanding of leadership principles and practices.

**Prerequisite:** Senior Standing

## **Chemistry**

### **CHEM 101 - General Chemistry I**

#### **4 Credit Hours**

An introduction to the fundamentals of chemistry. Such topics as atomic theory,

chemical bonding, stoichiometry, solutions, and pH are covered. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 102 - General Chemistry II**

#### **4 Credit Hours**

This course is an application of the fundamentals of chemistry, including states of matter, oxidation-reduction, thermochemistry, chemical equilibrium, kinetics, nuclear chemistry, and descriptive chemistry. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 101

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 205 - Principles of Qualitative Analysis**

#### **4 Credit Hours**

This course presents the fundamental principles of qualitative analysis and their technical application in the laboratory. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 101, CHEM 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 206 - Principles of Quantitative Analysis**

#### **4 Credit Hours**

This course continues to present the fundamental principles of quantitative analysis and their technical application in the laboratory. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 205

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 210 - Analytical Chemistry**

#### **4 Credit Hours**

This course presents the fundamental principles of qualitative and quantitative chemical analysis as well as their technical application in the laboratory. Classical methods of analytical chemistry, chemical equilibrium calculations, and error analysis will be applied to experimental measurements and data. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 220 - Introduction to Nanotechnology & Its Application**

#### **4 Credit Hours**

This course presents an analytical approach to the fundamental principles of nano-structured materials. Synthetic methods, analytical characterization techniques, and current advances in the nanotechnology field will be emphasized. The type of nanostructure materials to be studied include: nanocrystals, nano-wires, carbon-based nanostructure, porous structures, and catalysts. The synthetic methods will correspond to bottom-up approaches and will highlight solution-phase techniques such as micelle templated, sol-gel, and non-hydrolytic molecular decomposition. Characterization methods that will be discussed include electron microscopy (transmission and scanning), UV-visible absorption and fluorescence, atomic force microscopy, X-ray diffraction (powder and single crystal), scanning tunneling microscopy, and Langmuir adsorption. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 102

### **CHEM 301 - Introductory Organic & Biochemistry**

#### **4 Credit Hours**

This is a condensed conceptual course in organic and biochemistry. This course

serves as a terminal organic and biochemistry course for the Natural Science option. It also serves as a preparatory course for Biochemistry and Biochemical techniques. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 101, CHEM 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 303 - Organic Chemistry I**

#### **5 Credit Hours**

This course introduces the chemistry of aliphatic and aromatic compounds, reaction mechanisms and stereochemistry. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 101, CHEM 102

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 304 - Organic Chemistry II**

#### **5 Credit Hours**

This course is a continuation of CHEM 303 with emphasis on the chemistry and detection of functional groups. The laboratory emphasis is on methods of qualitative organic analysis. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 303

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 324 - Instrumental Methods in Forensic Chemistry**

#### **1 Credit Hours**

This course presents the fundamental and working principles of instrumentation used in forensic chemistry and will align itself with the Scientific Working Group for the Analysis of Seized Drugs (SWDGRUG) analysis categories A to C. Instrumentation used in these three categories will be discussed in this one credit

hour course and will include the following: infrared spectroscopy, mass spectroscopy, nuclear magnetic resonance spectroscopy, Raman spectroscopy, X-ray diffractometry, chromatography, light and fluorescence microscopy, fluorescence spectroscopy, Ultraviolet spectroscopy, immunoassay, color tests, and melting point analysis.

**Prerequisite:** CHEM 102, CJUS 450 or Instructor's permission

### **CHEM 431 - Biochemistry & Biochemical Techniques**

#### **4 Credit Hours**

The chemical foundations of molecular biology with an emphasis on the molecular aspects of intermediary metabolism are studied. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 301 or CHEM 303

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 461 - Molecular Biology & Molecular Techniques**

#### **4 Credit Hours**

The foundation techniques of molecular biology with an emphasis on the molecular nature and function of genes and contemporary molecular techniques. Both lecture and laboratory are required for this course.

**Prerequisite:** CHEM 431

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **CHEM 490 - Undergraduate Research Thesis**

#### **3 to 6 Credit Hours**

Type I and Type II thesis options are available and are completed in close cooperation with a faculty mentor. Type I Option: the student will conceive, design and conduct an independent experimental research project in natural science. The resulting data and conclusions will be reported in the form of a platform presentation to a professional society and/or a technical manuscript



submitted for review/publication in a professional scientific journal. Type II Option: the student will conceive, design and conduct an independent review of the technical literature on a specific topic in natural science. The resulting literature review and synthesis will be reported in the form of a platform presentation to a professional society and/or a technical manuscript submitted for review/publication in a professional scientific journal. This is a capstone course for the Biological, Wildlife or Biochemical Science options and includes a student senior competency defense. Arranged.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **College**

### **COLL 100 - Elements of Personal Success**

#### **3 Credit Hours**

In this course students develop skills and behaviors for success in college. Techniques and strategies for academic and study skill development are applied to theme-based academic content and support the College's strategic priority of excellence through academic engagement.

### **COLL 102 - College Success**

#### **2 Credit Hours**

This introductory course helps students begin to define the role of collegiate education in their personal and professional lives. Within a learning community composed of those who have similar disciplinary interests, students have the opportunity to participate in engaging and tailored activities designed to support the successful development of skills necessary for college-level work. Although the course is a requirement for all degree seeking students with fewer than 30 credit hours at the time of admission, other students are encouraged to participate. Students are automatically re-enrolled until they successfully complete the course. Successful completion of the course is a graduation requirement.

### **COLL 110 - Strategies for Academic Success**

## **1 Credit Hours**

Strategies for academic success builds students' capacity for academic success by developing practical, evidence-based skills necessary for college-level learning. Students assess their strengths and opportunities for improvement and create personalized learning plans. Topics covered in the class include: self-regulation and time management, note-taking, reading and comprehending course materials, study strategies, and effective test-preparation and test-taking strategies.

### **COLL 201 - Prior Learning/Life Experience Portfolio Development**

## **1 Credit Hours**

This is an online course designed for students interested in having their life experience evaluated for the purpose of determining credit if credit for prior learning should be granted. This involves a process of self-evaluation, analysis, personal reflection and documentation. It is for individuals with appropriate learning experiences allowing the student to identify the knowledge, skills, and abilities they have acquired or demonstrated in non-collegiate settings. The course will help students to identify transferable learning experiences and to prepare an adequate description and documentation of their prior learning. Students will examine and assess personal, educational and occupational goals in context of the changing world of work.

## **Computer & Management Information Systems**

### **CMIS 101 - Information Systems Concepts & Applications**

## **3 Credit Hours**

This course is an introduction to basic computer concepts and Windows-based spreadsheet, database, and presentation graphics software currently used in industry. Development of problem-solving and proficiency using selected commercial software packages is stressed.

**General Studies Outcome:** Technology & Its Application

### **CMIS 210 - Essentials of Computer Programming**

### **3 Credit Hours**

This course provides an introduction to programming and algorithm development using contemporary programming language with elements of program structure and subprogram usage. Problem-solving techniques, including stepwise refinement, are applied to problems in mathematics and business with algorithms for searching, merging, and sorting introduced. Contemporary issues associated with programming are also presented to students.

**Prerequisite:** CMIS 101

**General Studies Outcome:** Technology & Its Application

### **CMIS 300 - Information Systems Management**

### **3 Credit Hours**

This course introduces concepts of systems management from a business viewpoint and an information systems viewpoint. Students utilize graphical tools including flowcharts to examine business and information systems processes. Fundamental programming concepts are introduced including algorithms, data types, control structures and Boolean logic. An overview of project management including critical path and dependencies is introduced.

**General Studies Outcome:** Technology & Its Application

### **CMIS 310 - Network Administration & Implementation**

### **3 Credit Hours**

This course covers the fundamental principles of data communication and connectivity. Topics include network and protocol architectures, communications media and hardware, networking analysis, and management of network systems. Other areas of study include wireless and mobile networks. Network security is addressed.

### **CMIS 360 - Cyber Security**

### **3 Credit Hours**

Fundamentals of information security are addressed. Current issues as well as historical incidents will be examined to assess vulnerabilities and provide

solutions and countermeasures. Topics include identification and authentication, access control, security models, and operating system integrity. Security is considered from macro and micro scales and from virtual to physical intrusions. Costs, potential liabilities, and other issues with data leakage are explored. This course is designed so students of any major with an interest in Cyber Security may take the course.

**Prerequisite:** CMIS 101

**General Studies Outcome:** Technology & Its Application

### **CMIS 410 - Web Page Development & Programming**

#### **3 Credit Hours**

This course facilitates the development of skills in designing complex web sites. Current issues and design trends are considered as well as the fundamentals of web servers and browsers, and HTML and XHTML. Client side and server-side programming and database connectivity over a web-based connection are explored. Web security and evaluation procedures for websites are covered.

**General Studies Outcome:** Technology & Its Application

### **CMIS 420 - Database Development & Programming**

#### **3 Credit Hours**

This course is a study of the methods used to store and access data. Database models are developed using various software platforms including the usage of Microsoft Access as a RAD (Rapid Application Development) tool. Other topics include a data security, normalization, and database design for Internet interaction.

**General Studies Outcome:** Technology & Its Application

### **CMIS 495 - Systems Project Development & Management**

#### **3 Credit Hours**

In this course, the student proposes and executes a systems-related project. The project is selected in consultation with the instructor and must demonstrate the application of knowledge and knowledge skills acquired in the program. The

techniques associated with formal project management are reviewed and used throughout the course.

**Prerequisite:** Senior Standing

## **Counseling**

### **COUN 300 - Professional Ethics**

#### **3 Credit Hours**

This course introduces students to the profession of chemical dependency/addictions counseling with an emphasis on professional ethics and issues in alcohol and drug counseling. Students study the NAADAC ethical guidelines as well as histories and philosophies of ethical code development in related fields such as medicine, psychology, and social work. Students will also investigate how many ethical issues are practically resolved through interviews with professionals in the field of addiction. Various populations-at-risk are studied, and specific professional and ethical issues relating to these populations will be explored.

### **COUN 310 - Techniques of Counseling**

#### **3 Credit Hours**

This course will study the fundamental theories, principles, and techniques of counseling are presented as they apply to education, psychology, and social work practices. Practical experience in the use of numerous counseling techniques will also be provided and practiced in role play format.

### **COUN 320 - Assessment, Evaluation & Casework Management**

#### **3 Credit Hours**

This course applies the theory and practice of current techniques utilized in alcohol and drug abuse casework. Special emphasis is placed on disorders relating to substance abuse/dependency diagnosis, treatment, and/or referral, including practice assessing and managing a sample case. Students will develop drug/alcohol assessment summaries, treatment plans, progress notes, and discharge plans. They will also write clinical case reviews of sample cases.

### **COUN 330 - Diversity Issues in Counseling**

### **3 Credit Hours**

This course focuses on counseling issues that impact the socio-cultural, economic and educational factors in minority populations. Students learn traditional, as well as adapted, counseling techniques aimed specifically towards helping Native American, African American, Hispanic, Asian American, and other identified populations. Students practice intervention strategies in class sessions using identified issues.

### **COUN 390 - Group Work**

### **3 Credit Hours**

Group Work focuses on the theories and dynamics of group counseling. A primary goal of the course is the development of specific skills that can enhance group leadership. Understanding the group process and group development, how to set up groups and choosing group members, and the different types of groups are covered. Students facilitate an experiential group process to practice the techniques presented.

### **COUN 410 - Addictions**

### **3 Credit Hours**

This course surveys the physiological, psychological, and sociological aspects of a variety of populations that are at-risk for addictions, compulsions, and dependence, particularly focusing on alcohol and drugs. The etiological, behavioral, cultural, and demographic conditions and belief systems of various addictions are explored.

### **COUN 420 - Medical & Treatment Issues in Chemical Dependency**

### **3 Credit Hours**

This course provides an overview of the medical and treatment trends and issues associated with alcohol/drug disorders, physical and mental disorders, generational use/abuse/dependence on alcohol and/or drugs, drug treatment theories, practices and programs, and unique or special populations.

### **COUN 430 - Field Work Practicum**

## **1 Credit Hours**

This course provides an opportunity for supervised training in social work that includes a formal and systematic process that focuses on skill development and integration of knowledge. This experience is at a site approved by the College.

## **Criminal Justice**

### **CJUS 100 - Correctional Leadership Mentorship Attendance**

## **0 to 1 Credit Hours**

All students in the Correctional Leadership Program (CLP) are required to register for this course each semester on a credit/no credit basis for the appropriate number of semesters indicated by the Correctional Leadership Program. Students can repeat up to four times for credit.

### **CJUS 110 - Survey of Criminal Justice**

## **3 Credit Hours**

This course introduces students to general criminal justice concepts and knowledge about the relationships of crime and criminal behavior. The purpose, role, and interrelationships of the police, other law enforcement officials, the courts and judiciary, corrections, and parole systems are discussed.

### **CJUS 190 - Criminal Law**

## **3 Credit Hours**

This course will focus on the concepts of substantive criminal law as they pertain to elements of criminal acts. Special focus will be assigned to basic legal concepts such as assigning punishment, voluntary criminal acts and omissions, explaining the nexus between mens rea and actus reus. Topics will also include theories of causation, homicide, theft, affirmative defenses and attempted crimes. Further, contemporary criminal law issues confronting law enforcement officials from crime prevention to court appearance are considered. Special attention will also be given to evidentiary standards relating to rules of relevancy, character evidence, and hearsay.

### **CJUS 220 - Introduction to Corrections**

### **3 Credit Hours**

This course is a general introductory course that describes the history and development of corrections in America, the various aspects of correctional practices, and issues and perspectives affecting institutional life within the correctional system. Organizational and administrative practices are examined.

**Prerequisite:** CJUS 110

### **CJUS 230 - Policing**

### **3 Credit Hours**

This course covers the major roles of the police in American society. The course investigates the origins of policing and law enforcement, police organization, the functions of police in society, and the polices' relationships to the various components of the criminal justice system. Issues confronting police administration are discussed.

**Prerequisite:** CJUS 110

### **CJUS 308 - Community-Based Corrections**

### **3 Credit Hours**

This course focuses on correctional processes and strategies regarding probation, parole, juveniles, diversion, and other innovative approaches applied in a community setting.

**Prerequisite:** CJUS 110

### **CJUS 313 - Loss Prevention**

### **3 Credit Hours**

This course imparts the knowledge of internal security issues such as personnel screening, the identification of high-risk employees, methods of employee theft, honesty shopping, undercover detectives, interrogation principles, counseling, alarm systems, and perimeter security. External issues include shoplifting, checks and credit card security, forgery, burglary, and vendor fraud.



**Cross Listed:** BUS 313

**CJUS 330 - Research Methods**

**3 Credit Hours**

This is an introductory course that concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the criminal justice field.

**Prerequisite:** CJUS 110, STAT 210 (or MATH 240 or 340)

**CJUS 340 - Criminal Procedures & the Courts**

**3 Credit Hours**

This course provides an overview of the structure and functions of the criminal court system in the United States, including county, state, federal, and specialized courts. The roles of court personnel, case flow management, a variety of issues confronting the court system, court standards as compared to actual functioning, and court reform measures are studied. Constitutional rules regarding evidence, search and seizure, interrogations and confessions, and suspect identification guidelines receive significant attention. Constitutional rights, remedies, post-trial appeal processes, and criminal procedure during times of crisis receive consideration.

**CJUS 350 - Sexual Deviance & Violence**

**3 Credit Hours**

This course will explore conformity and deviance within various cultures and across social groups by examining theories and empirical research. This course will focus on the characteristics of sexual deviants and sexually violent perpetrators. Special focus will be given to theories of criminality to explain offender motivation, assessment, management, and treatment of sexual deviance and paraphilic disorders. Students will learn about deviant behaviors, paraphilias, and sexually violent criminal acts. Students will be encouraged to think critically about sex, sexual acts, sexual deviance, and sex crimes.

**CJUS 360 - Criminology**

### **3 Credit Hours**

This course examines the nature and causes of crime as a social phenomenon.

**Prerequisite:** CJUS 110

### **CJUS 385 - Victimology**

### **3 Credit Hours**

This course focuses on the theoretical perspectives of victimization, the scope of victimization in the United States, the justice system's response, victim's rights, restorative justice, and research and evaluation findings. Being exposed to and understanding victimization issues enhances students' knowledge about a comprehensive system of justice rather than a "criminal's justice system."

### **CJUS 390 - Ethics in Criminal Justice**

### **3 Credit Hours**

This course will focus on ethical principles and concepts as they apply to elements of the criminal justice system. Special focus will be assigned to the three major areas of criminal justice: police, courts, and corrections. Students will learn about general philosophical theories and ethics designed to govern both individual behavior and institutions as a whole. Students will be provided with a framework for making ethical decisions in order to be successful practitioners in the field of criminal justice.

### **CJUS 391 - Intelligence and Crime Analysis**

### **3 Credit Hours**

This course provides an overview of the structure and functions of an intelligence and crime analysis unit in the United States Criminal Justice system. This class will identify and explore several concepts unique to intelligence and crime analysis including the dynamic of intelligence and the 4th Amendment, the Due Process Method as compared to Crime Control, environmental factors of crime, the relevance and necessity of information and intelligence sharing, the role of fusion and intelligence centers in crime control, and predicative criminological modeling using a dynamic city simulation.

### **CJUS 401 - Homeland Security**

### **3 Credit Hours**

This course is designed to provide students with an understanding of Homeland Security, incident management, terrorism and counter terrorism as impacting the United States.

**Prerequisite:** CJUS 110

### **CJUS 410 - Juvenile Delinquency**

### **3 Credit Hours**

This course focuses on the nature and extent of delinquent acts and status offenses historically, theoretical approaches to explain why these behaviors develop including environmental/contextual approaches to explanation, and how the justice system and society legally respond. A variety of cultural and social factors related to delinquency are examined, along with program implications for prevention and intervention.

**Prerequisite:** CJUS 110

### **CJUS 450 - Criminalistics**

### **3 Credit Hours**

This course introduces students to the basics of forensic science, focusing on the legal and procedural methods of evidence and evidence collection techniques to include fingerprint collection and analysis, firearms identification, gunshot residue, tool marks, footprint and tire mark impressions, forensic serology, blood spatter evidence, forensic photography, DNA theory and analysis, and electronic surveillance issues.

### **CJUS 455 - Organization & Administration of Justice**

### **3 Credit Hours**

This course examines historical, theoretical and practical aspects of the organization and administration of entities within the criminal justice system, including, but not limited to, courts, corrections, police, juvenile justice and human services systems. Administrative, financial, personnel, and management practices and historical issues receive significant attention. Review of innovative

practices as a response to contemporary issues affecting these areas provides a greater understanding of how organizations in the justice field evolve to become more effective.

**Prerequisite:** CJUS 110, CJUS 220, CJUS 230, CJUS 340

### **CJUS 490 - Comparative Justice & Human Services Systems**

#### **3 Credit Hours**

This course allows students the opportunity to examine and compare the United States criminal justice system with those existing in foreign countries. Exploration and problem identification of key contemporary issues affecting these systems is an integral course element. The criminal justice system(s) under study are contrasted with the courts, policing, corrections and juvenile justice systems within the American system. In addition, innovative human service delivery systems are studied from a critical policy response perspective. Cultural and social factors that have influenced the development and ongoing operation of each system under study receive in depth examination.

**Prerequisite:** Sophomore Standing

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **CJUS 491 - International Field Experience**

#### **3 Credit Hours**

This is a specialized international field experience where students are immersed in the criminal justice and human service systems to examine and compare the various aspects of each country's systems. Cultural and social factors that have influenced the development of each system under study will be examined. Students will attend daily scheduled presentations, tours, social and cultural events and celebrations, visit historical sites, volunteer to help local agencies, and participate in other educational opportunities that become available for students while in-country.

### **CJUS 495 - Seminar in Criminal Justice**

#### **3 Credit Hours**

This course requires students to use critical thinking, research, oral and written

communication skills to investigate, discuss and explain how major criminal justice theories contribute to an understanding of deviant, delinquent or abnormal behaviors and crime. Particular emphasis is placed on discussion and evaluation of contemporary problems facing one of the elements of the criminal justice system; law enforcement, courts, and corrections. This senior level seminar is the capstone experience and senior competency course for criminal justice students and should be taken in the last year of study.

**Prerequisite:** Senior Standing

## **Earth Science**

### **ESCI 206 - Principles of Physical Science**

#### **3 Credit Hours**

This is an integrated course covering the various phases of man's physical and chemical world. Experiences with a variety of learning situations, such as demonstrations, experiments, instructional television, and other visual aids are included.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 211 - Principles of Earth Science**

#### **4 Credit Hours**

This is an integrated course that examines fundamental concepts in earth science. Course topics include concepts of matter and energy and their function in the solar system, basic global climatology and weather formation, fundamental geological composition and function, volcanism, and tectonic processes, continental drift, glacial and loess deposition, Nebraska soils and the geophysical history of North America. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 215 - Introduction to Earth & Physical Science**

### **3 Credit Hours**

This Physical / Earth Science course is an introductory non-lab course discussing the basic workings of the physical world around us. The course will introduce non-science majors to the fields of astronomy, chemistry, geology, meteorology, and physics.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 220 - Energy**

### **3 Credit Hours**

This course is a study of energy resources with a focus on both nuclear and conventional power stations, design operation, cost, governmental regulations, safety, and environmental effects. Field trips to nuclear and conventional generation stations are required.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 230 - Limnology**

### **4 Credit Hours**

Limnology is the study of the physical and biological properties of inland waters. Students will examine the origins, ecology, and physical properties of inland waters including the effects of climate, land use, and pollution. Students will study the biological and physical properties of local streams and lakes and learn to assess the general health and water quality of inland streams and watersheds. Both lecture and laboratory are required for this course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 240 - Introduction to Meteorology and Climatology**

### **4 Credit Hours**

Basic meteorological and climatological principles will be discussed and applied.

Topics covered include atmospheric composition, radiative transfer, moisture and precipitation processes, and common circulation patterns. Special topics include winter storms, thunderstorms, tornadoes, hurricanes, pollution, and climate change. Labs will focus on applying these principles to real weather and climate situations, including an introduction to weather analysis and forecasting.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **ESCI 340 - Meteorology & Climatology**

#### **4 Credit Hours**

The physical factors influencing the climate with practical work in interpreting meteorological records and forecasting are studied. Both lecture and laboratory are required for the course.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **Economics**

### **ECON 221 - Principles of Microeconomics**

#### **3 Credit Hours**

Consideration is given to the microeconomic concepts of wages, interest, rent and profits, personal distribution of income, consumption, monopolies, agriculture, government taxation and expenditures, international trade and comparative economic structures.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **ECON 222 - Principles of Macroeconomics**

#### **3 Credit Hours**

This course presents elementary concepts of macroeconomics with an emphasis on equilibrium analysis, monetary and fiscal policy, banking, developmental economics, and comparative economic systems.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **ECON 305 - Economic Geography**

#### **3 Credit Hours**

Economic geography introduces students to the basic concepts, analytical tools and resources that explain ways in which individuals and organizations organize their economic activities in geographical locations. It further develops the influence of various institutional arrangements that affect spatial interdependencies. Finally, the course explains the use of demographic data in interpreting international target markets.

**Prerequisite:** ECON 222

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **Education**

#### **EDUC 201 - Admission to Teacher Education**

#### **0 Credit Hours**

#### **EDUC 205 - Educational Psychology**

#### **3 Credit Hours**

This course will focus on the psychological principles underlying learning and effective teaching, the effect of social and personality factors on the learning process, and the application of learning theory teaching. This course is appropriate for Teacher Education Students.

**Prerequisite:** EDUC 209

**Corequisite:** EDUC 209

#### **EDUC 206 - Principles of Early Childhood Education**

#### **3 Credit Hours**

This course is designed to give students the theory and practice necessary for



teaching and caring for children from infancy through age eight. It is an introduction to the professional preparation needed for preschools and childcare.

### **EDUC 208 - Foundation & Principles of Teacher Education**

#### **2 Credit Hours**

This course provides an overview of the nature of the teaching profession, including the purpose, history, philosophy, organization, curriculum alignment and standards in American public-school education. Professional dispositions, reflective practice, and critical thinking skills will be emphasized.

**Corequisite:** EDUC 209, Sophomore Standing

### **EDUC 209 - Teacher Education Orientation & Practicum**

#### **1 Credit Hours**

This course will specifically introduce Peru State College teacher education candidates to the School of Education's conceptual framework and program standards, teacher education program checkpoints, electronic candidate portfolio requirements and implementation, successful completion of a 20-hour practicum, and successful completion of a faculty panel interview.

**Corequisite:** EDUC 208, Sophomore Standing

### **EDUC 231 - Emergent Literacy & Language Arts**

#### **3 Credit Hours**

This course is designed to provide learning in the development of the two receptive language skills of listening and reading; and the two expressive language skills of writing and speaking. Methods facilitating these skills will be addressed in a developmental approach. The course includes teaching strategies, research, curriculum design and implementation, assessment and evaluation, technology, and family involvement in language arts and literacy for young children.

### **EDUC 232 - Creative Arts in Early Childhood Education**

#### **3 Credit Hours**

This course is designed for early childhood classroom practitioners. It focuses upon the planning, implementing, and evaluating of developmentally appropriate activities for young children in the creative areas of art, music, movement, and play including experiences and methods for developing self-expression and creativity.

### **EDUC 255 - Differentiated Instruction for Diverse Learners**

#### **3 Credit Hours**

This course focuses on the conceptual, theoretical, and philosophical issues surrounding diversity in educational settings and how to successfully implement differentiation of instruction to offer all types of learners with opportunities for engagement in their learning environments. The course also explores notions of equity that will provide candidates with the information they need to create learning environments that are free of bias and provide a differentiated approach to education for all students. Teacher education candidates will adopt a philosophical position and design and implement effective teaching strategies that reflect ethnic and cultural diversity through differentiation.

**Prerequisite:** EDUC 209

**Corequisite:** EDUC 209

### **EDUC 290 - Selecting & Evaluating Literature for Elementary Curriculum**

#### **3 Credit Hours**

This course is designed to introduce and explore the genres of literature for children, along with the implementation of children's literature in elementary curriculum. A variety of literary works will be explored, original works of literature will be created, and literature through technology will be discovered. Candidates will gain experience in selecting literature with literary merit and exploring the broad field of children's literature through an introduction to types of literature, authors and poets, illustrators, writing styles and techniques, contemporary topics and trends, and interdisciplinary selections of literary merit.

### **EDUC 300 - Managing the Learning Environment for Effective Teaching**

#### **3 Credit Hours**

This course is intended to provide teacher education candidates the opportunity

to explore, discuss, and reflect upon the relationships between managing the learning environment and effective teaching. Research, discussion, and reflection will be focused on current theory and research-based best practices for managing the learning environment in order to effectively meet the needs of all learners. Development of lesson planning approaches, as well as development of individual management styles and plans for their classrooms, will be emphasized in order to assist teacher candidates in enhancing their knowledge and skills related to managing the learning environment for effective teaching.

**Prerequisite:** Admission to Teacher Education

### **EDUC 301 - Elementary Practicum - Social Studies & Language Arts**

#### **1 Credit Hours**

This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Social Studies and Language Arts Methods courses

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 302, EDUC 325, EDUC 326, EDUC 327, EDUC 328

### **EDUC 302 - Elementary Practicum - Math & Science**

#### **1 Credit Hours**

This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Math and Science Methods courses.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 301, EDUC 325, EDUC 326, EDUC 327, EDUC 328

### **EDUC 303 - K-3 Elementary Practicum**

#### **1 Credit Hours**

This course provides a minimum of 40 hours of field experience in a K-3 elementary setting for students completing an early childhood education endorsement.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 337

### **EDUC 304 - Middle Level Practicum**

#### **2 Credit Hours**

This course provides a minimum of 80 hours of field experience in middle level schools for students completing a middle level endorsement.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 425

### **EDUC 306 - Infant/Toddler Practicum**

#### **1 Credit Hours**

This course provides a minimum of 40 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with infants and toddlers.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 321

### **EDUC 308 - Preschool Practicum**

#### **1 Credit Hours**

This course provides a minimum of 45 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with preschool aged students.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 336

### **EDUC 309 - Secondary Practicum**

#### **2 Credit Hours**

This course is designed to provide secondary education majors with an opportunity to observe the specific methods being studied in the Secondary Methods course and to begin to practice these methods. The practicum requires

a minimum of 80 hours of field experience.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 310 or HPER 315 or HPER 317

### **EDUC 310 - Secondary School Teaching Methods**

#### **3 Credit Hours**

This course provides education majors with opportunities to study, discuss, and practice instructional methods specifically for middle and high school students and to examine these school environments.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317, EDUC 309 or EDUC 312

### **EDUC 311 - Elementary Physical Education Practicum**

#### **2 Credit Hours**

This course provides a minimum of 80 hours of field experience at the elementary level for students completing a K-6 Physical Education endorsement.

**Prerequisite:** Admission to Teacher Education

### **EDUC 312 - K-12 Education Practicum**

#### **2 Credit Hours**

This course provides a minimum of 80 hours of field experience at both the elementary and secondary levels for students completing a K-12 Art, Music, or Physical Education endorsement. Students will be assigned two (2) placements and complete a minimum of 40 hours at each of the elementary and secondary levels in the appropriate content area.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** EDUC 310 or HPER 315 or HPER 317

### **EDUC 315 - Educational Technology**

#### **3 Credit Hours**

This course will focus on understanding and harnessing the power of digital media for teaching and learning. Students will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where P-12 students use digital media tools for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experience will help pre-service teachers broaden their use of digital media tools and techniques, and they will learn rationales and strategies for developing 21st century literacies.

**Prerequisite:** Admission to Teacher Education

**General Studies Outcome:** Technology & Its Application

### **EDUC 317 - Assessment for Student Learning**

#### **3 Credit Hours**

This course emphasizes the awareness of the role of the teacher in assessment and his/her impact on student learning via procedures and practices that utilize assessment results to inform instruction. Test construction, analysis of teacher-made tests, and analysis of assessment results will be emphasized along with grading and reporting of student progress for the purposes of addressing "assessment of learning" and "assessment for learning" for a diverse student population. Key pre-service assessment 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.

**Prerequisite:** Admission to Teacher Education

### **EDUC 320 - Substitute Teaching Preparation**

#### **1 Credit Hours**

This course is designed for junior and senior level teacher candidates who would like to substitute teach in school districts affiliated with Nebraska Educational Service Unit #4. Teacher candidates will gain exposure to real classroom experiences and participate in professional opportunities. This course will help teacher candidates develop professional dispositions and will provide interaction with experienced teachers. Additionally, teacher candidates will acquire new

classroom management strategies. At class meetings, teacher candidates will master best practice strategies for successful substitute teaching experiences.

### **EDUC 321 - Infant/Toddler Development & Methods**

#### **3 Credit Hours**

This course focuses on child growth and development from conception through three years of age including physical, social/emotional, language/literacy, and cognition domains. Students will explore current research within the field as it relates to the infancy and toddler periods. Students will develop and implement lesson plans within each of the developmental domains and create documentation to show evidence of children's learning. Nebraska Early Learning Guidelines and Teaching Strategies GOLD tools will be used to introduce students to informal assessment techniques used in infancy and toddler development.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 306, EDUC 317

### **EDUC 325 - Teaching Language Arts in the Elementary School**

#### **3 Credit Hours**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach language arts. Elements include reading, writing, listening, talking, viewing, and thinking. This course requires critical thinking about current models of language arts instruction in society and allows for development of a personal philosophy for teaching language arts in the elementary and/or middle school setting. Purposeful alignment to language arts standards, finding ways to assess each element of the language arts, and implementing technology in a meaningful way are all emphasized in this course.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 301, EDUC 302, EDUC 317, EDUC 326, EDUC 327, EDUC 328

### **EDUC 326 - Teaching Social Studies in the Elementary School**

#### **3 Credit Hours**

This course investigates the theories, techniques, instructional methods, resources and organization used to teach Social Studies. Elements include major concepts and modes of inquiry to address the integrated study of history, geography, the social sciences, and other related areas to promote informed decision-making as a fully participating citizen in a diverse and democratic society. Purposeful alignment to social studies standards, finding ways to access each element of social studies and implementing technology in a meaningful way are all emphasized in this course.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 301 EDUC 302, EDUC 317, EDUC 325, EDUC 327, EDUC 328

### **EDUC 327 - Teaching Math in the Elementary School**

#### **3 Credit Hours**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach mathematics. Elements include numeration and number sense, computation and estimation, measurement, geometry and spatial concepts, data analysis/probability/statistical concepts, algebraic concepts, fractions, and problem solving. In doing so, candidates will fully grasp how to engage learners in problem solving, reasoning and proof, communication, connections, and representation. Purposeful alignment to mathematics standards, finding ways to assess each element of mathematics, and implementing technology in a meaningful way are all emphasized in this course.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 301 EDUC 302, EDUC 317, EDUC 325, EDUC 326, EDUC 328

### **EDUC 328 - Teaching Science in the Elementary School**

#### **3 Credit Hours**

This course investigates the theories, techniques, instructional methods, resources, and organization used to teach science. Direction is given to teacher candidates on how to organize and prepare meaningful lessons that support learning science. Candidates will identify state standards while developing simple and easy to understand outlines of science concepts based on state standards



and student interest. Students will learn how to use natural resources along with everyday materials when planning hands-on lessons that engage all students. Students will demonstrate interactive technology websites and tools that support science lessons, while at the same time becoming more comfortable using interactive boards, and student response devices as part of a complete unit plan. Purposeful alignment to science standards, finding ways to assess each element and implementing technology in a meaningful way are all emphasized in this course.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 301 EDUC 302, EDUC 317, EDUC 325, EDUC 326, EDUC 327

### **EDUC 330 - Observation, Assessment & Guidance in Early Childhood Education**

#### **3 Credit Hours**

This course will provide students with knowledge and application of various techniques for observing and assessing young children ages birth through 8, in a variety of early childhood settings. Students will explore authentic, alternative, classroombased, and informal assessment methods in order to record and document children's behavior, academics, and social/emotional learning in the classroom. Students will also gain knowledge on interpreting the results in order to plan a responsive and supportive curriculum in a variety of educational settings.

**Prerequisite:** Admission to Teacher Education, EDUC 206

### **EDUC 333 - Behavior Management Seminar**

#### **1 Credit Hours**

The course will focus on the basic principles of behavior management 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 as it applies in the general education setting.

### **EDUC 334 - Teaching Reading in the Elementary School**

### **3 Credit Hours**

This course investigates current methods, approaches, types and availability of reading materials, and their practical application in the elementary classroom setting. Emphasis is placed on facilitating instruction in the classroom and the five important skills for reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension). Candidates will use standards, curriculum, and skills of reading, writing, listening, and speaking to develop applicable classroom materials for a variety of learners and their individual needs in the classroom setting.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317

### **EDUC 336 - Inquiry in Early Childhood Education**

### **3 Credit Hours**

This course is designed to allow students to focus on integrating inquiry into all facets in an early childhood setting, with an emphasis on science, mathematics, and social/emotional learning. Emphasis will be on the concrete, practical application of different philosophies, theories, and current research in early childhood education. The course will focus on designing, implementing, and evaluating appropriate activities and environments for children ages birth through 3 years with a focus developing and researching developmentally appropriate lessons, assessments, materials and resources. Emphasis will be on planning stimulating, age-appropriate classroom and outdoor learning environments that encourage child-initiated discovery. Topics covered include math, science, social sciences, block play, drama/creative movement, social/emotional, technology, literacy, art, play, and thematic strands integrated into each area.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 308, EDUC 317

### **EDUC 337 - Science, Math & Social Studies for Preschool & the Primary Grades**

### **3 Credit Hours**

This course is designed to provide students with the opportunity to consider and evaluate the philosophy, principles, practices, and problems in preschool (ages 3, 4 & 5) and the primary grades (kindergarten through third grade), with focus on

science, mathematics, and social studies instruction. Students will engage in an in-depth study of child development including concept development, problem solving, inquiry, and the planning, implementing and evaluating developmentally appropriate activities in science, mathematics, and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Other areas of focus include history, culture, and appropriate use of technology in the teaching and learning of science, mathematics, and social studies.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 303, EDUC 317

### **EDUC 350 - Computer Applications in Education**

#### **3 Credit Hours**

The purposes of the course are to ensure that class members have proficiency in creating documents using word processing, calculating using the spreadsheet, and searching using the database; to familiarize the students with a variety of the best software programs currently available in their area; to show the students how these programs can be applied in the classroom; and to have the students apply useful utility programs to improve the learning process.

### **EDUC 365 - Child Abuse & Neglect Detection**

#### **3 Credit Hours**

The content of this course will cover a broad range of topics dealing with child abuse and neglect issues as related to the public schools, the juvenile justice system, and the community at large. The course will emphasize the relationship between child abuse and juvenile delinquency. A further emphasis will be placed on equipping the student to obtain competent detection and reporting skills, skills dealing with the treatment of victims, and the prevention of abuse and neglect.

### **EDUC 400 - Professional & Collaborative Practices**

#### **3 Credit Hours**

This course provides a comprehensive overview of the professional practices associated with teaching today. It is an interdisciplinary approach (incorporating the current political, economic, legal, social, and cultural aspects in education

today) designed to provide pre-service teachers with a clear understanding of the teaching profession and the practices, issues, and controversies confronting American education today. Resume writing, interview skills, and an electronic portfolio will be completed during this course to prepare candidates for potential career opportunities. The course will provide novice educators with a broad understanding of how the relationships between students, parents, and community impact the overall educational experience for students. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children.

**Prerequisite:** Admission to Teacher Education

### **EDUC 402 - Developmental Curriculum in Early Childhood Education**

#### **3 Credit Hours**

This course prepares students to plan a developmentally appropriate curriculum and environments for children ages birth-8 years of age. Topics include learning environment design, writing goals and objectives, lesson plans, and daily schedules. Content and methods for planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development are included as well as experience in the production of materials to be used in early childhood programs.

**Prerequisite:** Admission to Teacher Education, EDUC 206, EDUC 317

**Corequisite:** EDUC 317

### **EDUC 403 - Diagnostic & Remedial Reading**

#### **3 Credit Hours**

This course addresses the assessment of individual learners' reading skills and the appropriate interventions to facilitate further skill development. Candidates will learn to administer and interpret diagnostic assessments, identify potential causes and effects of reading problems, utilize remedial interventions, and apply management procedures (grouping strategies, book leveling systems, multi-dimensional planning) with which classroom teachers may utilize daily. Candidates will apply knowledge of how elementary and special education students differ in their reading development and approaches to learning while creating instructional opportunities directed toward diverse learning needs.

**Prerequisite:** Admission to Teacher Education, EDUC 317, EDUC 334 or EDUC 434

**Corequisite:** EDUC 317

### **EDUC 405 - Diagnostic & Remedial Mathematics**

#### **3 Credit Hours**

This course addresses the assessment of individual learners' math skills, and the appropriate interventions to facilitate further skill development. Learning theory and interventions for assisting students with mathematics skill development are explored. Candidates will recognize the importance of knowing students' individual needs, focusing on differences among individual students, and fostering active engagement in the learning process.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317

### **EDUC 409 - Recertification Student Teaching**

#### **3 Credit Hours**

This course is designed for those persons whose teaching certificate has expired for longer than five (5) years. The course will provide the opportunity for the person to spend a minimum of three (3) weeks in a K-12 classroom to become reacquainted with students and classroom procedures. EDUC 509 will fulfill the State Department of Education Practicum requirement for renewal of an expired certificate.

### **EDUC 410 - Elementary Student Teaching**

#### **3 to 12 Credit Hours**

This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the elementary level. Students teach full-time for four to sixteen weeks.

### **EDUC 411 - Secondary Student Teaching**

#### **3 to 12 Credit Hours**

This is a practical application of learning principles in the classroom with a

progressive introduction into full teaching responsibilities at the secondary level. Students teach full-time for four to sixteen weeks.

### **EDUC 412 - Early Childhood Student Teaching**

#### **3 to 12 Credit Hours**

This provides observations, laboratory and teaching experience in directing the learning activities of children in Pre-kindergarten through grade three (3). During the student teaching experience, the student applies the theories and principles of learning and instruction. Students teach full-time for four to sixteen weeks.

### **EDUC 413 - Middle Level Student Teaching**

#### **3 to 12 Credit Hours**

This is practical application of learning principles in the classroom with a progressive introduction into full teaching responsibility at the middle level. Students teach full-time for four to sixteen weeks.

### **EDUC 414 - Practicum in ESL**

#### **1 Credit Hours**

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 re-mediate 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.

**Prerequisite:** EDUC 418

**Corequisite:** EDUC 423

### **EDUC 415 - Drug Use & Abuse**

## **2 Credit Hours**

This course is a study of the different types of drugs that are prevalent in our American society. Emphasis will be placed on the origins of drug-taking behavior, the problems that drugs create in society, and the allure that drugs have in American culture today.

### **EDUC 416 - Teaching Grammar to Non-Native Speakers**

## **3 Credit Hours**

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.

**Prerequisite:** Admission to Teacher Education

### **EDUC 417 - Second Language Acquisition**

## **3 Credit Hours**

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).

**Prerequisite:** Admission to Teacher Education

### **EDUC 418 - Assessment & Evaluation of English Language Learners**

## **2 Credit Hours**

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.

**Prerequisite:** Admission to Teacher Education, EDUC 317

### **EDUC 420 - Student Teaching Seminar**

#### **1 Credit Hours**

This seminar will provide student teachers with mentorship during the student teaching semester. Workshops for portfolio development and completion of the Instructional Analysis Project will be included, as well as the activities that were a part of student teaching call backs (mock interview, certification paperwork, preparation for the job search, etc.).

**Prerequisite:** Admission to Teacher Education

### **EDUC 423 - Methods & Curriculum Design in the English as a Second Language Classroom**

#### **3 Credit Hours**

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.

**Prerequisite:** Admission to Teacher Education, EDUC 418

**Corequisite:** EDUC 414, EDUC 418



## **EDUC 424 - Coordinating Techniques**

### **3 Credit Hours**

This course addresses the foundations and scope of current and projected career and technical cooperative education programs, and general studies work experience. Emphasis is placed on coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education.

**Prerequisite:** Admission to Teacher Education

## **EDUC 425 - Middle Level Teaching Methods**

### **3 Credit Hours**

This course is designed to provide students with a background in the curriculum, history, and philosophy of the middle level grades. It will also investigate the organizational structure, team planning and collaboration techniques, and teacher-student advising situations that are unique to the middle level.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 304, EDUC 317

## **EDUC 426 - Seminar in Educational Studies**

### **3 Credit Hours**

Through this course, students are provided the opportunity to integrate their understanding of educational concepts, processes, and instructional strategies learned throughout the program. Students are required to complete a project that demonstrates their ability to apply this knowledge to their chosen career. This course serves as the capstone experience for students pursuing the Educational Studies degree.

**Prerequisite:** Admission to Teacher Education

## **EDUC 428 - Organization & Administration of Early Childhood Education**

### **3 Credit Hours**

This course covers the policies, procedures, and responsibilities for the

administration and organization of early childhood education programs. Key topics include program goal setting, facilities utilization, budget and finances, record keeping, curriculum implementation, staff relationships and training, parent and community involvement, federal, state and local agencies and licensing, and relevant national trends and their effect on early childhood programs. Early Childhood Professional Ethics and Standards will be infused throughout the course.

**Prerequisite:** Admission to Teacher Education

### **EDUC 430 - Differentiated & Integrated Curriculum for the Elementary & Middle Level Environment**

#### **3 Credit Hours**

This course investigates strategies of differentiation and prepares candidates to develop meaningful tools for integrating standards-based lessons that meet the needs of all learners. Multiple modes of instruction will be explored to support diverse classrooms. Emphasis will be placed on creating instruction that utilizes multiple intelligences, learner preferences, and student readiness levels in order to differentiate the content, process, and product in a student-centered learning environment.

**Prerequisite:** Admission to Teacher Education, EDUC 325 or EDUC 337

### **EDUC 434 - Content Literacy Across the Curriculum**

#### **3 Credit Hours**

This course is designed to complement the quest for learning at the level presented at Peru State College by preparing teacher candidates to be exemplary professional leaders in the field of education relative to effectively teaching content literacy related to reading, writing, speaking, listening, viewing and technology in their respective content areas. Collaborative, as well as personal reflection for the purpose of independent critical thought, will be implemented and utilized on multiple theories and best practices in the teaching of content literacy in all content areas to a diverse student population. An emphasis on instructional strategies related to trait-based reading, informational text, process and technical writing, speaking, listening, viewing, and technology as they apply to standards and assessments for improving students' content literacy, will be collaboratively and personally explored, analyzed, and evaluated

for the purposes of effective implementation in lesson design. The focus will also include both assessment of learning and assessment for learning, in terms of each of these areas of content literacy.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317

## **EDUC 438 - Professional Collaboration with Parents & Families**

### **3 Credit Hours**

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.

**Prerequisite:** Admission to Teacher Education

## **English**

### **ENG 100 - Elements of Composition**

#### **3 Credit Hours**

English 100 is designed to help students who need additional assistance with composition (as determined by either an individual student's decision, by ACT score, or by the Computer Placement Test) to acquire the writing skills necessary for freshman college work. Students enrolled in Elements of Composition will write essays; in addition, this class places special emphasis on organization, grammar, sentence structure and those other elements that constitute effective prose. This course earns students institutional credit but does not fulfill General Studies requirements.

### **ENG 101 - English Composition**

### **3 Credit Hours**

This course is a study of the principles of clear and effective expression as applied to the sentence, paragraph, and the whole composition. It includes a review of grammar, mechanics, and correct usages, as well as training in organization and the writing of short and long papers. This course, except for some exceptions, is required for all freshmen. Each semester the department will offer at least one (1) special focus course but no more than two (2). (Note: Students who rank at the 85th percentile or higher on the English portion of the ACT may be excused from English 101.)

**General Studies Outcome:** Collegiate Skills - Effective Communication

### **ENG 201 - Advanced English Composition**

#### **3 Credit Hours**

This course provides advanced training in writing a variety of types of papers with emphasis placed on writing that requires the student to think critically, support generalizations, and appropriately acknowledge sources of information.

**Prerequisite:** ENG 101 or ACT/SAT

**General Studies Outcome:** Collegiate Skills - Effective Communication

### **ENG 202 - Appreciation of Literature**

#### **3 Credit Hours**

This course meets a General Studies requirement designed to increase the student's appreciation of literature with an emphasis on modern literary forms.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 203 - Literature for Children through Adolescence**

#### **3 Credit Hours**

This course provides a survey of literature for children through adolescence with an emphasis on applying the principles of valuation to selected books from both traditional and modern picture books, poems, and stories.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**ENG 222 - World Literature to 1500**

**3 Credit Hours**

This course serves as an introduction to classical and medieval traditions in Western literature

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**ENG 225 - Short Story**

**3 Credit Hours**

The major emphasis of this course is on studying the development of the short story in American literature.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**ENG 301 - Traditional Grammar**

**3 Credit Hours**

The emphasis of this course is on an in-depth analysis of sentence structure.

**ENG 302 - Literary Theory**

**3 Credit Hours**

This course is designed to introduce students to the language practices that inform English Studies. In this course students will study several influential schools of literary criticism, learning how they build off of each other and to theories in disciplines such as philosophy, history, and sociology. Students will practice applying the various critical theories to primary texts, both in class discussion and essays. The course will teach student to (1) identify characteristics of genres, (2) recognize and understand critical and literary terms, (3) develop methods and strategies for analyzing and interpreting texts, and (4) demonstrate a command of these methods and strategies in written work.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ENG 305 - Practicum in Composition**

### **3 Credit Hours**

This course is an investigation of current practices, research, issues, and theories about teaching composition to see how they apply to classroom teaching.

## **ENG 306 - Nebraska Literature**

### **3 Credit Hours**

This course provides an introduction to the works of Nebraska writers and literature about Nebraska.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ENG 307 - Seminar in the Novel**

### **3 Credit Hours**

This course is a study of long-form fiction as it mirrors the cultural concerns of its historical context. The course may focus on specific periods or national traditions, or may engage cross-culturally, or be specifically topic focused.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ENG 309 - Creative Writing**

### **3 Credit Hours**

This course allows for experimentation with writing poetry, short fiction, and creative nonfiction in a writing workshop setting.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **ENG 310 - Technical Communication**

### **3 Credit Hours**

This course is designed for those students who someday wish to publish works of non-fiction, or who will be required to write technical manuals at work. It also

focuses on communication within the job force. Making use of a variety of technologies, from Wikis to Google Documents, from Twitter to a variety of tools Microsoft Word provides, students will learn how to write effective e-mails, and project proposals that are often required in many different professions. Students will also learn how to tackle a large project.

**General Studies Outcome:** Technology & Its Application

### **ENG 311 - Creative Non-Fiction**

#### **3 Credit Hours**

Creative Non-Fiction provides students the opportunity to write an array of personal essays from a variety of perspectives, from early childhood memories to adult reactions to a work of art. English 311 emphasizes effective written communication and the imaginative use of a wide variety of rhetorical tools.

### **ENG 313 - Intro to Poetry Writing**

#### **3 Credit Hours**

This course focuses on the reading and writing of poetic texts. The primary emphasis of the course is on poetic craft and structure. As such, students will read a significant amount of poetry in the course and also regularly "workshop" each other's work, giving constructive criticism and suggestions for improvement. By the end of the semester, students will become familiarized with the language of literary craft and will produce a fair amount of work in the genre of poetry.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 320 - Science Fiction Literature & Film**

#### **3 Credit Hours**

This course offers a critical perspective on both recent developments in science fiction literature and on science fiction film, with an emphasis on the history of American Science Fiction. The focus of the literature can change and can include such topics as Apocalyptic stories and New Space Opera.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 322 - British Literature I - Early British Literature to 1780**

### **3 Credit Hours**

This course includes an historical survey of British Literature from Old and Middle English literature to the end of the eighteenth-century. Special attention will be paid to important literature of the Middle Ages, the English Renaissance, the Restoration, and the Eighteenth-Century. It examines the formation of the British nation and identity as well as tracing the evolution of the tradition(s) of a British national literature.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 323 - British Literature II - 1780 to Present**

### **3 Credit Hours**

This course includes an historical survey of British Literature from the Romantic era to contemporary writers. Special attention will be paid to important literature of Romanticism, Victorianism, Literary Modernism, and Contemporary Literature. It examines the continuing evolution of the British nation and the (sometimes uneasy) re-shaping of national identity in the face of imperial expansion and the post-colonial era.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 326 - American Literature I**

### **3 Credit Hours**

This course will explore a range of authors and works of American Literature from the pre-colonial period to 1865. Special attention will be paid to important literature of Contact, Colonial, Early Republic, and the Antebellum Period through the Civil War. It examines mainstream American writers alongside those who represent more marginalized perspectives, exploring shifting ideas of cultural and national identity.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 327 - American Literature II**

### **3 Credit Hours**



This course will explore a range of authors and works of American Literature 1865 to the present. Special attention will be given to important works of Modernism and Postmodernism, as well as those that reflect shifting racial and gender relations, global conflict, the counterculture, and increasing technological advancement.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 330 - Modern Poetry & Drama**

#### **3 Credit Hours**

This course will focus on major American and British poets and dramatists of the 20th and 21st centuries. This course will provide the student the opportunity to follow the growth of modern poetic and dramatic techniques in the western world and to make the student aware of his or her recent heritage of dramatic and poetic literature.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 335 - Literature of Postcolonialism & Empire**

#### **3 Credit Hours**

This course will be an examination of literatures and theoretical works of formerly or currently colonized nations and the historical and socio-economic conditions that impact them. Along with exploring a wide range of literature from such regions as the Middle East, Africa, Australia, and the West Indies and including works by indigenous authors, this course will pay special attention to postcolonial theories and the various interpretive lenses used to analyze these works and the identities that emerge out of specific instances of imperialism and colonialization.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **ENG 357 - Interpretive Reading**

#### **3 Credit Hours**

This course is designed to emphasize oral reading of worthwhile literature in group settings. It includes the close, critical analysis of practice selections as well as the study and practice of basic delivery techniques.

**Cross Listed:** SPCH 357

### **ENG 360 - Comics as Literature**

#### **3 Credit Hours**

This course studies the increasingly popular medium of comics with a concentration on works such as Maus, Watchman, Barefoot Gen, and Scott McCloud's Understanding Comics. The course investigates the complexity and rich variety of long-form comics, often referred to as Graphic Novels. With titles such as Footnote in Gaza (Joe Sacco), Pyongyang, A Journey in North Korea (Guy Delise), and The Pushman (Yoshihiro Tatsumi). Comics as Literature also offers an international perspective.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 362 - Women Writers**

#### **3 Credit Hours**

This course highlights the evolution of female writers during the nineteenth and twentieth centuries focusing on the similarities and differences between the authors, as well as examining the social norms that prevailed as the texts were written, the particular challenges facing female writers, and the writer's views regarding gender roles, sexuality, and the inherent limitations for women in a patriarchal society. Women Writers will engender an appreciation for the contributions of female writers to the acceptance, advancement and empowerment of women as writers as well as womankind past and present.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 375 - Film Study**

#### **3 Credit Hours**

This course provides an introduction to film studies, with emphasis on critical analysis, historical development, cultural significance, and cinematic technique.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 401 - Young Adult Literature**

### **3 Credit Hours**

This on-line, summer class focuses on Young Adult Literature and can be taken for graduate credit. The course offers an analysis of adolescent experience from a variety of potential genres and perspectives, including Dystopian Fiction.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 418 - Shakespeare**

### **3 Credit Hours**

This course provides a study of representative plays and sonnets.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **ENG 440 - History of the English Language**

### **3 Credit Hours**

This course is a study of the growth of modern English through examination of changes in the sounds, forms, and syntax that have occurred in the language and through an examination of the development of vocabulary.

### **ENG 450 - English Seminar**

### **3 Credit Hours**

English 450 is a research-directed seminar which focuses on various issues, authors, and topics in literature (Women's Literature, Literary Theory, Major Authors) currently being discussed and debated nationally or internationally. English Seminar is the capstone class for Language Art and English Majors.

**Prerequisite:** Senior Standing

## **Geography**

### **GEOG 101 - Principles of Physical Geography**

### **3 Credit Hours**

This course is the introductory study of the relationship of man and environment,

with an emphasis placed upon climate regions of the world.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **GEOG 103 - Human Geography**

#### **3 Credit Hours**

Human Geography is the study of the human elements of the environment with emphasis on the origins of culture, population trends, world cultures, economies of man, and urban and political systems.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

## **Geology**

### **GEOL 201 - Physical Geology**

#### **4 Credit Hours**

This course is an introduction to the theories of the earth's origin and the study of the earth's structure and materials with a special emphasis on rocks, minerals, landforms, oceanography and environmental studies. Both lecture and laboratory are required for this course.

## **Health, Physical Education & Recreation**

### **HPER 101 - Wellness**

#### **2 Credit Hours**

This course is designed to acquaint students with the philosophy, knowledge, and techniques necessary to write a personalized life-time fitness and wellness program. The course will include both theory and practical application in the study of physical fitness and wellness.

### **HPER 103 - Yoga**

#### **1 Credit Hours**

This course is designed to introduce yoga as an enjoyable routine of movement and breathing exercises designed to bring you strength, flexibility, energy, and stress relief. The focus of this class will be basic poses, proper form and sequencing of poses, and the health benefits of yoga practices.

**HPER 104 - Golf & Tennis - Maintenance**

**1 Credit Hours**

This course is designed to interest the student in golf and tennis. Emphasis will be placed on fundamental techniques of the game, rules of the game, and etiquette.

**HPER 106 - Racquet Sports - Maintenance**

**1 Credit Hours**

This course is designed to introduce students to a variety of racquet sports. Emphasis will be placed on fundamental skills, rules, and techniques of play.

**HPER 112 - Beginning Swimming - Developmental**

**1 Credit Hours**

This course is designed to introduce the student to the basic fundamentals of swimming. Emphasis will be placed on development of basic strokes and rhythmic breathing.

**HPER 116 - Volleyball & Basketball - Maintenance**

**1 Credit Hours**

This course is designed to introduce the student to the basic fundamentals of volleyball and basketball. Emphasis will be placed on strategies of the games.

**HPER 117 - Strength Training - Developmental**

**1 Credit Hours**

This course is designed to introduce students to a variety of philosophies and strength development techniques. Programs will be developed to meet individual needs.

## **HPER 119 - Restricted Activities - Developmental**

### **1 Credit Hours**

This course is designed to meet the needs of students who are unable, because of medical reasons, to take general physical education activity courses. The class is conducted on an individual basis in order to meet the personal fitness needs of the student.

## **HPER 121 - Aerobic Dance - Developmental**

### **1 Credit Hours**

This course is designed to introduce the student to a variety of aerobic conditioning activities and techniques. Emphasis is on modes of training, aerobic capacity, fitness development and program design to meet individual needs and demands.

## **HPER 122 - Walking, Jogging & Conditioning - Developmental**

### **1 Credit Hours**

This course is designed to introduce the student to aerobic conditioning. Emphasis is on modes of training, aerobic capacity, fitness development and program design to meet individual needs and abilities.

## **HPER 123 - Aquatic Fitness - Developmental**

### **1 Credit Hours**

This course is designed to introduce the student to a variety of aquatic fitness activities and techniques. Emphasis is on aerobic capacity, fitness development and program design to meet individual needs and abilities.

## **HPER 131 - Social Dance I**

### **1 Credit Hours**

This course is designed to introduce students to dance as a recreational and physical education activity. Dance elements and social responsibilities associated with dancing will be discussed. Various social, folk, and square dance patterns will be introduced.

## **HPER 190 - Varsity Sports & Junior Varsity Sports**

### **1 Credit Hours**

Requires successful participation in a varsity sport or junior varsity sport. (A maximum of four (4) hours may be applied to the degree requirements.)

## **HPER 199 - First Year Seminar in Kinesiology**

### **2 Credit Hours**

This course introduces the discipline of Kinesiology to beginning undergraduate students with an emphasis on Exercise Physiology, Neuromechanics, and Mechanical Kinesiology.

## **HPER 201 - Foundations of Health & Physical Education**

### **3 Credit Hours**

This course is designed to provide the students an enhanced knowledge of the field of physical education and health education; including its growth and development, merging trends, critical factors of physical education and health education, and the practical application of this critical discipline.

## **HPER 204 - Coaching Athletics: Theory & Practice**

### **2 Credit Hours**

This course is designed for students pursuing an athletic coaching endorsement. The course examines theories, philosophies, methodologies, and the practical applications of these concepts in the contemporary coaching setting.

## **HPER 205 - Skill Based Teaching of Health Concepts**

### **2 Credit Hours**

In this course, students will be provided opportunities to experience, foster an understanding for, and the application of the skill based teaching approach for a standards based Pk-12 health education classroom. Topics of study will include teaching the domains of health and health literacy from a skill based approach, creating pedagogical appropriate lessons, aligning lessons to national health standards, application of pedagogical technologies, and fostering an inclusive

health education environment where social and emotional need are accounted for in curricular decisions.

### **HPER 210 - Essentials of Personal Training**

#### **2 Credit Hours**

This course helps prepare students to practice as a professional Personal Fitness Trainer by providing an introduction to anatomy, biomechanics, exercise physiology, fitness testing and health assessment, nutrition, exercise prescription, equipment usage, special populations, legal and safety issues. The course will further examine the acute and chronic effects of exercise and the interrelationship between nutrition and personal training programs. Upon successful completion of the course, students will be better prepared for certifying exams that facilitate professional employment.

### **HPER 215 - First Aid/CPR/AED: Adult, Child and Baby**

#### **1 Credit Hours**

This course equips students to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children and babies. Skills taught in this class include but are not limited to providing first aid and CPR and AED use.

### **HPER 219 - Techniques of the Olympic Lifts**

#### **1 Credit Hours**

Techniques of the Olympic Lifts (Power Clean & Snatch) provides undergraduate students with an introduction to the philosophy of ground-based, multi-joint, multi-muscle movements designed to produce athletic power (force x distance/time) that can easily be transferred into athletic competition. Emphasis will be place on mastery of technique and the ability to instruct others.

### **HPER 220 - Teaching Rhythmic and Non-rhythmic Skills**

#### **2 Credit Hours**

This course is a study of the strategies and techniques involved in teaching selected physical education non-rhythmic and rhythmic activities. It includes demonstrating competencies in various motor skills, ability to communicate



proper instruction, and proficiency in writing appropriate daily lessons plans.

**Prerequisite:** HPER 201 with a grade of C or better

### **HPER 222 - Structural Kinesiology**

#### **3 Credit Hours**

This course will provide the student with an understanding of the anatomical and mechanical fundamentals of human motion. The student will learn a systematic approach to the analysis of human motion and will be able to apply anatomical and mechanical analysis to the learning and improvement of a broad spectrum of movement activities.

### **HPER 290 - Research Opportunities in Kinesiology**

#### **3 Credit Hours**

The purpose of this course is to provide students with a cross-curricular understanding of kinesiology, statistics, and appropriate statistical computer-based applications (i.e. Excel) in preparation of upper-level undergraduate coursework. This will be accomplished through exposure to experimental research methods and intermediate statistical procedures commonly found in kinesiological research. Additionally, students will be introduced to current trends and research topics couple with laboratory techniques in the areas of Exercise Physiology, Neuromechanics, and Mechanical Kinesiology.

**Prerequisite:** CMIS 101, STAT 210

### **HPER 309 - Curriculum & Educational Leadership in Health & Physical Education**

#### **3 Credit Hours**

This course is designed for Health and Physical Education teacher candidates. Both health education curriculum and physical education curriculum for grades K-12 will be examined in depth and applied to current requirements for schools. Students will develop curricula aligned with State and National Standards in each area and integrate health and physical education with the larger curriculum and mission of the school. General principles of administrative techniques, leadership strategies, and organizational responsibilities in Physical Education, Health Education, and associated programs in grades K-12 will also be examined.

## **HPER 310 - Psychology of Sports & Physical Activities**

### **3 Credit Hours**

This course examines the place of psychology in physical education and sports. It includes personality, attention and arousal, anxiety and intervention, theories of motivation, and social psychology of sports aggression, audience effects, team cohesion, and leadership in sports.

## **HPER 313 - Physical Education & Health for Elementary/Middle Level Grades**

### **3 Credit Hours**

This course focuses on the curriculum, instruction and assessment of health and physical education for elementary education. It includes theory, observation, and demonstration in the gym and classroom, emphasizing the role of the teacher in student learning and development.

## **HPER 315 - PK-12 Physical Education Teaching Methods**

### **3 Credit Hours**

This course provides Health and Physical Education teacher candidates with opportunities to study, discuss, organize, and practice instructional methods for PK-12 Physical Education.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 312, EDUC 317, HPER 317

## **HPER 317 - PK-12 Health Education Teaching Methods**

### **3 Credit Hours**

This course provides Health and Physical Education teacher candidates with opportunities to study, discuss, organize, and practice instructional methods for PK-12 Health Education.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 312, EDUC 317, HPER 315

## **HPER 322 - Community Health: Program Planning & Implementation**

### **3 Credit Hours**

This course is designed to provide students with an understanding of the factors influencing the health of communities. Students will learn how to assess the needs and assets of a community, and based on this, students will design theoretically-informed and evidence based community health programs that are specific, tailored, and culturally appropriate.

### **HPER 325 - Prevention & Care of Sports Injuries**

### **3 Credit Hours**

This course examines the nature and cause of injuries related to the physical activities of children and athletes.

### **HPER 331 - Social Dance II - World Dance**

### **3 Credit Hours**

This course is designed to provide each student with an opportunity to dance for social purposes, physical exercise, skill, and creative expression. It will allow students to improve their dancing skills and competencies both in social dance settings and, in some cases, dance sport competitions. The student will investigate dance as a multicultural phenomenon embedded in the human experience.

### **HPER 360 - Physiology of Exercise**

### **3 Credit Hours**

This course will provide students with a working understanding of how exercise affects the different systems of the body.

### **HPER 365 - Tactical Strength & Conditioning**

### **3 Credit Hours**

This course examines fundamental concepts in bioenergetics, biomechanics, cardiopulmonary responses, and skeletal muscle function & adaptation, includes evidence-based program design and practical skills necessary for success in fire and rescue, law enforcement, and military careers. Content will prepare students to sit for the NSCA Tactical Strength and Conditioning Facilitator certification.

## **HPER 382 - Sound Mind Sound Body (Mens Sana in Corpore Sano)**

### **3 Credit Hours**

This course provides students with a working understanding of seven domains of wellness: physical, emotional, social, intellectual, spiritual, environmental, and occupational. Given the broad spectrum of topics, the course offers a multidisciplinary look at the individual as well as the individual's role as a healthy and productive member of society.

## **HPER 383 - Principles of Community Engagement in Public Health**

### **3 Credit Hours**

The objective of this course is to utilize Community-Based Participatory Research (CBPR), Civic Engagement (CE), and Service Learning (SL) in order to increase community capacity as well as the confidence of rural people to address their challenges and opportunities in public health. The format will include online lectures, case studies, interaction discussion boards, and face/time. In addition, select students will have the opportunity to engage in community-based SL and CBPR addressing a community public health priority. The course also seeks to facilitate learning in order that students may learn how to become effective leaders, advocates, and change agents for their rural communities to achieve paths to their desired futures.

**Prerequisite:** Junior Standing

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

## **HPER 415 - Motor Learning and Development**

### **3 Credit Hours**

This course will provide an introduction to the field of motor learning. The focus of the course is on skill acquisition with primary consideration given to the learning process, the cognitive and motor processes underlying the learning of skills, and factors that influence skill learning.

## **HPER 416 - Skills & Content Assessments in Physical Education & Health**

### **3 Credit Hours**

The purpose of this course is to provide an understanding of essential statistical

techniques relevant to assessment in the K-12 Physical Education and Health classroom setting. Student will also examine and use of various fitness and content-based testing protocols common to the fields of Physical Education and Health. In addition, a practicum will be required as part of this class. In this Practicum students will be placed in various local schools at which they will proctor various fitness and/or content-based protocols as well as analyze data from the results of these assessments.

**Prerequisite:** Admission to Teacher Education

### **HPER 417 - Adapted Physical Education**

#### **3 Credit Hours**

This course provides a study of philosophy, procedures, and practices in adapted physical education.

**Prerequisite:** HPER 222, PSYC 250

### **HPER 418 - National Activity Certifications**

#### **3 Credit Hours**

This class will provide student with the opportunity to become certified instructors with the following certifications: Red Cross CPR and First Aid Instructors (CPRFAI), National Archery in the Schools Program Instructor (NASPI), and National Fishing in the Schools Program Instructor (NFSP). The class is open to all students.

**Prerequisite:** HPER 215

### **HPER 419 - Neuromechanics of Human Movement**

#### **3 Credit Hours**

The Neuromechanics of Human Movement focuses on how the human nervous and musculoskeletal systems interact to produce coordinated locomotion. Specifically, the course seeks to understand the role of corticospinal plasticity in relation to skill training and strength development.

### **HPER 420 - Mechanical Kinesiology**

### **3 Credit Hours**

This course is designed to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical, neurological, and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. At the completion of this course it is desired that each student be able to: 1) describe motion with precise, well-defined mechanical and anatomical terminology; 2) understand and quantify linear and angular characteristics of motion; 3) understand the quantitative relationships between angular and linear motion characteristics of a rotating body; 4) understand and quantify the cause and effect relationship between force and linear and angular motion; 5) understand the mechanics of connective tissue and injury; and 6) understand the kinetic and kinematic assessment of gait analysis.

**Prerequisite:** HPER 222, HPER 360

### **HPER 425 - Teaching HPE in Contemporary Society**

#### **2 Credit Hours**

Students in this course engage in the examinations and the development of teaching strategies regarding contemporary issues impacting Physical and Health education. Course topics may include but are not limited to social emotional learning, educational law, consumer health, family health, reproductive health, and the fostering of physical and health literacy in contemporary society. Course content will be addressed through selective readings, digital resources, and student directed research opportunities.

**Prerequisite:** Senior Standing, Admission to Teacher Education

### **HPER 428 - Health & Society**

#### **3 Credit Hours**

This course, designed for the health and physical education teacher candidate, will investigate current issues of health and society both domestic and global in scope, and how these events impact students in our Nation's schools. Environmental impact on health, medical advances, technology, public policy, and substance abuse education will also be examined.

## **HPER 430 - Sports Nutrition**

### **3 Credit Hours**

This course provides an overview of the role nutrition plays in supporting and improving human performance. Emphasis will be placed on applying evidence-based strategies and recommendations to realistic case studies as well as on preparing students to sit for certification exams within the exercise sciences that include nutrition as a component. Macro and micro nutrients, nutrition through the life span, the role of nutrition on health, food safety, and effects on physical activity will also be examined. In addition, evaluation of current nutritional issues, controversies, and consumer decisions will be analyzed.

## **HPER 431 - Curriculum & Assessment for Physical & Health PK-12 Education**

### **3 Credit Hours**

This course focuses on developing the skills and knowledge necessary to differentiate between and effectively administer curriculums in the PK-12 physical and health education setting. Through this course students will examine the relationship between various curriculums and forms of assessment. In addition, students will examine the roles of and the application of various forms of assessment in a standards-based PK-12 physical and health education setting.

## **HPER 433 - Applied Exercise Science**

### **3 Credit Hours**

This course is designed to further the understanding of the clinical and field applications of human movement as it pertains to the student's future profession of choice.

**Prerequisite:** HPER 360, HPER 415, HPER 420

**Corequisite:** HPER 420

## **HPER 434 - Senior Seminar in Kinesiology**

### **3 Credit Hours**

This course serves as the culminating experience for the Exercise Science/Strength & Conditioning major and provides an opportunity for the student to demonstrate the depth and breadth of their knowledge via a research

project. This research involvement typically is a continuation of ideas formulated throughout the undergraduate education and should involve a literature review of the research topic, data collection, analysis, and interpretation. The literature review, data, and interpretation of the research findings will be incorporated into a final written report and/or presentation, which will be assessed by the faculty mentor. The faculty mentor will determine specific details of the research experience.

**Prerequisite:** HPER 290

## **History**

### **HIST 113 - American History Before 1865**

#### **3 Credit Hours**

This course provides a study of America from the European exploration of the New World to the end of the Civil War.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 114 - American History After 1865**

#### **3 Credit Hours**

This course provides a study of the United States from Reconstruction to the present

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 201 - World Civilization Before 1500**

#### **3 Credit Hours**

This course is a survey of the beginnings of civilizations in the great river valleys and their diffusion to later civilizations in the Middle East and Europe. Particular attention will be given to the cultural and political institutions of the West that furnish our own cultural heritage.



**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**HIST 202 - World Civilization After 1500**

**3 Credit Hours**

In this course the rise and decline of European predominance will be analyzed with emphasis upon the major social, political, and economic ideologies and institutions that evolved.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**HIST 225 - Introduction to Historical Methods**

**3 Credit Hours**

This course is designed to teach history majors how to conduct historical research, develop professional writing skills, and understand the philosophy of history. Each student will develop a research question for the semester. They will then research their topic, its historiography, and write an 8-12 page paper. This course will teach students the necessary skills to be successful in their upper-level history courses and the seminar in history.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**HIST 301 - Colonial America**

**3 Credit Hours**

This course is a study of colonial rivalry between the Spanish, French, English, and Dutch in North America; the Revolution; and U.S. History to 1800.

**Prerequisite:** HIST 113 or HIST 114 or Junior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**HIST 302 - Nineteenth Century U.S.**

### **3 Credit Hours**

This course is a survey of Nineteenth Century America with a focus on the Jeffersonian, Jacksonian, Civil War, and Reconstruction Eras.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 303 - U.S. in the Twentieth Century**

### **3 Credit Hours**

This course is a study of the U.S. in modern times with an emphasis upon the changing social and economic theories of the period and the internal forces that influenced their development.

**Prerequisite:** HIST 113 or HIST 114 or Junior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 304 - African American History**

### **3 Credit Hours**

This course provides a survey of African American life and culture in America from 1619 to the present.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 307 - Women in American History & Politics**

### **3 Credit Hours**

This course is an introductory survey of American women's history from pre-contact to the present with an emphasis on women's roles in the nation's political and civic life.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 308 - Native American History & Culture**

### **3 Credit Hours**

This course is a broad introductory survey of the cultures and historical experiences of North American peoples from pre-contact to the present in ethno-historical perspective. Course content reflects the diverse nature of indigenous experience across a spectrum of culture groups that comprise the Native peoples of North America. Instruction focuses on how the indigenous peoples of North America responded to the ever-shifting societal stresses that accompanied rapid and often violent social, cultural, and environmental transformations of the last four centuries and how they adapted and changed to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, their sovereignty, and their right to self-determination.

**Cross Listed:** ANTH 308

**General Studies Outcome:** Community, Regional & Global Studies; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 322 - Introduction to Public History**

#### **3 Credit Hours**

This course provides an introduction to the theory and practice of public history. The course will orient the student to a range of fields in which public history is practiced and provide students the opportunity to engage in the practice of public history using traditional disciplinary skill sets as well as a variety of new, broadly applicable digital history platforms.

**Prerequisite:** HIST 113 or HIST 114 or Junior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 324 - Introduction to Museum & Archival Practice**

#### **3 Credit Hours**

This course provides an introduction to museum and archival practices. Students will be introduced to the history of museums and the field of museum studies. Topics covered include museum theory and best practices; development, care, and use of museums, collections; collection organization and preservation; museum education and outreach; museum administration, funding,

and exhibition development.

**Prerequisite:** HIST 113 or HIST 114 or Junior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 325 - American Political Thought**

#### **3 Credit Hours**

This course describes the major fields and periods of American political thought, its major works, and the scholarly interpretations of those works.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 329 - History of Nebraska**

#### **3 Credit Hours**

This course is a survey of the political, economic, social, and constitutional development of Nebraska from prehistoric times to the present.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 341 - Modern Europe**

#### **3 Credit Hours**

This course offers a comparative historical analysis of the ongoing process of modernization in Europe. The emphasis is on movements and institutions such as Liberalism, Conservatism, Romanticism, Socialism, Imperialism, and Totalitarianism from 1815 to the present.

**Prerequisite:** HIST 202

**Cross Listed:** PSCI 341

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 351 - Modern Africa**

### **3 Credit Hours**

Modern Africa presents the history of sub-Saharan Africa, concentrating on the events of the last three centuries and providing comparisons with European and American history.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 367 - Modern East Asia**

### **3 Credit Hours**

Course examines modern East Asian history from 1800 to the present. The major emphasis is on the histories of China and Japan. The history of these countries is deeply intertwined politically and culturally, but each country's fate in the 19th and 20th century was unique to its internal and external circumstances. This course traces the political histories of each country, the issues of their social structures, their intellectual and philosophical thoughts and beliefs, and their internal efforts to modernize themselves. The road to modernity for each state was paved with different goals and challenges, and yet the region continues to have a major impact on the world today.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 371 - Modern Middle East**

### **3 Credit Hours**

This course examines the recent history of the Middle East region, focusing on the Arab-Israeli conflict, the growth of fundamentalism and terrorism, and the international conflicts in Afghanistan and Iraq.

**Cross Listed:** PSCI 371

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 387 - Modern Latin America**

### **3 Credit Hours**

This course examines the recent history of Latin America from the Haitian Revolution (1791) to the present. Topics covered include the nineteenth-century revolutions, growth of nationalism, influence of the United States, and the Cold War in modern Latin American History. Special attention will also be paid to the current events in Latin America.

**General Studies Outcome:** Community, Regional & Global Studies

### **HIST 390 - Modern Germany**

### **3 Credit Hours**

This course surveys the history of the modern German nation-state, including the rise and fall of the Hitler dictatorship and the integration of Germany into a democratic Europe. Topics include the absolutism of the old regime, the Enlightenment and the Napoleonic occupation, the 1848 revolution, unification and rule under Bismarck, imperialism under Wilhelm II, the First World War, the Weimar Republic, the Nazi dictatorship, the Second World War and the Holocaust, the divided Germanys, and the Federal Republic since 1989.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 411 - U.S. West & Borderlands**

### **3 Credit Hours**

This course is a thematic survey of the history and major debates that have framed Americans changing conceptions of the American West and its borderlands from the colonial period to the present.

**Prerequisite:** HIST 113

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 425 - Seminar in American History**

### **3 Credit Hours**

This is the capstone and senior competency course for History and Social Science majors. In this seminar, students will engage current historiographical debates and produce a substantial piece of original historical research using primary and archival sources. Seminar topics will vary.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HIST 426 - American Constitutional Law**

#### **3 Credit Hours**

This course is a study of the historical and political context of constitutional doctrine through major decisions. The emphasis is on constitutional growth as it relates to the fundamental structure of American government and the social order.

**Prerequisite:** PSCI 201

**Cross Listed:** PSCI 426

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **Honors Program**

#### **HP 101 - Honors Orientation**

#### **2 Credit Hours**

This course introduces students to the college and the Honors Program, emphasizing the skills required for success in college and the Honors Program, interaction with faculty and students in the Honors Program, and participation in activities that promote leadership, high intellectual standards, and social involvement. The course satisfies the graduation requirements of College 101 and is taken in the first semester of an incoming student's first year. This course requirement is waived for transfer students with an Associate's Degree (GPA > 3.5) or who have completed at least one (1) year good in standing in the Honors Program of another college or university at the time of transfer.

#### **HP 301 - Analysis of Evil I**

### **3 Credit Hours**

This course provides an overview and understanding of evil. This course includes an exploration of the definition and descriptions of evil as portrayed by religion, pop culture, selected American literature (short story and novel), and cultural anthropology. Additional focus will be given to the lives of serial murderers and law enforcement response to the acts of such people. Additional focus will be given to the topic of both victim and offender profiling.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HP 302 - Analysis of Evil II**

### **3 Credit Hours**

This course provides an overview and understanding of ritualistic crime and deviant cult activities, particularly as it applies to small folk groups, isolated societies, small towns, and rural environments. The course includes an exploration of the definition of evil as portrayed by religion, an understanding of various psychological, philosophical, sociological, and behavioral theories of evil, insights into the dynamics of groups that exhibit extreme violence or self-destructive behaviors and the people that lead them. Particular focus will be given to individual and group deviance, psychological dynamics of charismatic cult leaders and their followers, and church, community, civic agency/law enforcement responses to the acts of such people.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **HP 304 - Nature's Republic: Topics in U.S. Environmental History**

### **3 Credit Hours**

This course will examine how people have interacted with the natural world, how they have shaped the nature around them, and how they have been shaped by it. Readings and discussions will focus on how ideas about nature and our understandings of the natural world has changed over time and how they have affected our relationships with it. The aim of this class is to provide students with the knowledge and the tools to be able to think critically about how history has shaped the present state of the earth and human relationships with it.



**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**HP 305 - Microscopic Monarchs: Disease in History**

**3 Credit Hours**

This course examines the influence of epidemic diseases on the course of human history and explores the importance of disease to medical, scientific, sociological, religious, economic, environmental, political, agricultural, and jurisprudential aspects of societies. Students in the course will therefore develop an interdisciplinary understanding of disease and learn to integrate and synthesize information from widely disparate fields of endeavor into a comprehensive understanding of the topic. The importance of diseases is examined historically and related directly to contemporaneous events in public health in all major regions of the world. Expertise in biology or health-related fields is not required; students from all fields of study are encouraged to enroll.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

**HP 310 - Democracy Ancient & Modern**

**3 Credit Hours**

The course describes the development of democratic political systems and contemporary debates about democracy. Students will examine the strengths of, and challenges to, democratic government through readings, discussions, debates, and projects on subjects of historical and contemporary interest, including the trial of Socrates, the meaning of the U.S. Constitution, the difficulties of newly-formed democracies in the 21st century, the psychology of voting behavior, war in democracies, and future prospects for the spread of democratic government.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**HP 311 - Forensic Psychology**

### **3 Credit Hours**

Forensic Psychology is the application of psychology to legal issues. This course will provide a foundational understanding of the intersection of psychology and the law. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Students will learn about the insanity defense, capital murder and the death penalty, competency to stand trial, offender treatment, eye witness and expert testimony and child custody matters. Additional topics to be covered include the psychological underpinnings and motivations for sexual offenses, murder, and repeated criminal behavior.

### **HP 315 - Global Studies & Development**

#### **3 Credit Hours**

The goal of this course is to explore complex global issues from an interdisciplinary perspective. The course examines how change and innovation are continuously transforming human endeavors such as technology, business, politics, laws, culture and arts. We will investigate how innovation and change can provide new solutions to the many challenges humanity faces yet create novel problems and unintended consequences.

**Prerequisite:** HP 101

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **HP 320 - Portrayals of Nature I**

#### **3 Credit Hours**

This course examines how and why the natural world is portrayed in multiple areas of human endeavor, including art, literature, science, history, geography, anthropology, philosophy, religion, and economics and business. Specific topics within each discipline may vary among offerings. In each discipline, the examination of portrayals of the natural world includes understanding the motivation and intent, the aesthetics and utility, and the consequence of different portrayals of the natural world. The course is interdisciplinary and team-taught by 4-6 faculty members over the 2-course sequence. Completion of the course sequence satisfies the course-sequence requirement for the Honors Program.

**Prerequisite:** HP 101

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **HP 321 - Portrayals of Nature II**

#### **3 Credit Hours**

This course examines how and why the natural world is portrayed in multiple areas of human endeavor, including art, literature, science, history, geography, anthropology, philosophy, religion, and economics and business. Specific topics within each discipline may vary among offerings. In each discipline, the examination of portrayals of the natural world includes understanding the motivation and intent, the aesthetics and utility, and the consequence of different portrayals of the natural world. The course is interdisciplinary and team-taught by 4-6 faculty members over the 2-course sequence. Completion of the course sequence satisfies the course-sequence requirement for the Honors Program.

**Prerequisite:** HP 101

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **HP 330 - Public Education: Universal Right or Wrong?**

#### **3 Credit Hours**

On any given school day, approximately one out of six citizens is engaged in American public education as students, educators or support staff members. Universal public education is a uniquely American enterprise with a rich history and, given its status as a perennial lightning rod, a very uncertain future. Questions such as 1) What should the schooling process include or not include? 2) How can the schooling process be improved? and 3) What is the cost-benefit to society of the schooling process? - are questions that will be the focus of readings, discussion and debate in this course. This course will challenge students to think critically and broadly about the process of public education in the United States from past, present and future perspectives. In addition, students will learn about sixteen future trends and the five levers of the schooling process - structure, sample, standards, strategy and self - so as to form and articulate a framework of perception and facts that will enable students to be active participants in public education in the future as educators, parents and/or community members.

**Prerequisite:** HP 101

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **HP 333 - Genocides in History**

#### **3 Credit Hours**

This course examines the phenomenon of genocide in world history in comparative and historical perspective, with a principal focus on the 19th, 20th, and 21st centuries. Potential topics to be discussed may include ancient, medieval, and early modern cases, the extermination of the indigenous peoples of the Americas and Australia, the Herero-Nama Genocide, the Armenian Genocide, the Holodomor, the Holocaust, Cambodia, Rwanda, Yugoslavia, and Darfur.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

## **Journalism**

### **JOUR 100 - Introduction to Mass Communications**

#### **3 Credit Hours**

This course presents the nature, function, and responsibilities of communications agencies, including newspapers, radio and television, film, and advertising; the services that the mass media perform for society.

### **JOUR 232 - Social Media Theory & Practice**

#### **3 Credit Hours**

This class provides an overview of and introduction to current social media networks, and the theories used to analyze those networks and how they are used. This class also emphasizes media literacy as an integral tool in the critical understanding and analysis of social media networks.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **JOUR 234 - Beginning Journalism**

#### **3 Credit Hours**

The fundamental principles of gathering and writing news: practice in reporting campus news; and work on the Peru State Times, the college newspaper. This course fulfills General Studies requirements for ENG 201, Advanced Composition.

**Prerequisite:** ENG 101 or ACT/SAT

### **JOUR 235 - Narrative Journalism**

#### **3 Credit Hours**

This course guides students through the techniques of crafting a long-form work of Narrative Journalism. Narrative Journalism, also known as creative non-fiction, is fact-based writing that uses the techniques and structure of creative writing.

**Prerequisite:** JOUR 234

### **JOUR 401 - Journalism Practicum**

#### **1 Credit Hours**

Practicum students will be involved in the production of the college newspaper and/or college yearbook. Credit not to exceed one (1) credit hour each semester. May be repeated for up to six (6) hours credit.

**Prerequisite:** JOUR 234

## **Mathematics**

### **MATH 100 - Elementary Algebra**

#### **3 Credit Hours**

This course is an introduction to the effective algebra and graphing skills which can be used to promote academic success in college (as determined by either an individual student's decision, by ACT score, or by the Computer Placement Test). Units to be covered include real numbers, linear equations, polynomials, rational expressions, exponents and radicals and quadratic equations. Each topic is also applied to word problems. This course earns students institutional credit but does

not fulfill General Studies requirements. MATH 100 is open to all students who have not successfully completed a higher level mathematics class.

### **MATH 110 - Elements of Mathematics**

#### **3 Credit Hours**

This course is designed to give the non-mathematical student the opportunity to use basic operations, succeed in mathematical modeling and understand deductive and inductive reasoning. The general concepts covered will include sets, logic, the number system (natural numbers through the reals), equations, inequalities, problem solving, graphs, functions, and geometry.

**Prerequisite:** ACT Math 17+, SAT 530+ or MATH 100

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 112 - College Algebra**

#### **3 Credit Hours**

This course is for students who specifically need algebra in certain pre-professional programs. It covers algebraic principles and processes.

**Prerequisite:** ACT Math 17+, SAT 530+ or MATH 100

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 114 - Trigonometry**

#### **3 Credit Hours**

The course will build from basic knowledge of algebra and geometry toward a solid understanding of the approach to both doing mathematics and applying mathematics, specifically, in making connections between branches of mathematics. Topics include: the unit circle, trigonometric functions (definitions, graphs and inverses), right triangles, oblique triangles, trigonometric identities, trigonometric equations, the trigonometric form of complex numbers, vectors, polar coordinates, polar graphs, and parametric equations.

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 225 - Calculus with Analytic Geometry I**

### **5 Credit Hours**

This course includes the study of analytic geometry, functions, rates of change, limits, continuity, related rates, rules for differentiation, differentiation of trigonometric, logarithmic, and exponential functions, maxima and minima, higher order derivatives, techniques of graphing, applications of the derivative, antiderivatives, the definite integral, the Fundamental Theorem of Calculus, and basic integration theory with applications.

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 226 - Calculus with Analytic Geometry II**

### **5 Credit Hours**

This course includes the study of further techniques in integration, infinite limits, improper integrals, in-depth applications of definite integrals, infinite sequences and series, tests for convergence, as well as an introduction to vectors and the geometry of space.

**Prerequisite:** MATH 225

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 230 - Foundations of Mathematical Thought**

### **3 Credit Hours**

This course is an introduction to the theoretical aspects of mathematics. Students will explore axiomatic foundations of sets, functions and logic. Various methods and styles of proofs will be discussed. Students will learn to write proofs of various types using proper mathematical style and proper writing style.

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 304 - Modern Geometry**

### **3 Credit Hours**

This course covers the modern approach to geometric concepts with emphasis in both the axiomatic approach to geometry and the use of modern technology to work with geometric concepts. Topics covered will include finite geometries,

geometric transformations, synthetic geometry, geometric constructions, and non-Euclidean geometries.

**Prerequisite:** MATH 230

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 306 - Modern Algebra**

#### **3 Credit Hours**

This course is a study of the various algebraic systems arising in modern mathematical computations. Emphasis is placed on the axiomatic approach to algebra and the use of modern technology to work with algebraic concepts. Topics covered will include sets, mappings and operations, relations, groups, rings, domains, development of the real number system, and development of the complex number system.

**Prerequisite:** MATH 230

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 327 - Calculus with Analytic Geometry III**

#### **3 Credit Hours**

This course includes the study of Parametric equations and polar coordinates, conic sections, an introduction to vector calculus, and the study of multivariable calculus including partial derivatives, optimization, and the double and triple integrals with applications.

**Prerequisite:** MATH 226

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 328 - Differential Equations**

#### **3 Credit Hours**

This course will review differentiation and integration. Solutions and methods for solving first and second order ordinary differential equation will be discussed and applied.



**Prerequisite:** MATH 327

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 404 - Mathematical Modeling**

#### **3 Credit Hours**

This course covers a variety of mathematical topics ranging from graphs and networks to linear programming. The emphasis of the course is on modeling process used to set up and solve problems in these topic areas. Strengths and limitations of the mathematical modeling technique will be discussed. Analysis and critique of traditional word problems will also be discussed.

**Prerequisite:** MATH 225

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 418 - Linear Algebra**

#### **3 Credit Hours**

This course presents systems of linear equations, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors with moderate emphasis on proof. Applications of these concepts are also covered.

**Prerequisite:** MATH 230

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 420 - Introduction to Real Analysis**

#### **3 Credit Hours**

This course provides a theoretical foundation for the concepts of elementary calculus. Topics include real number system, topology of the real line, limits, continuity, differentiation, integration, convergence and uniform convergence of infinite series, and improper integrals.

**Prerequisite:** MATH 226, MATH 230

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 430 - Introduction to Combinatorics**

### **3 Credit Hours**

Combinatorics is an increasingly useful tool in many branches of mathematics, with applications in many fields including computer science, operations and information research, engineering, networking, and statistics. This course is a study of discrete mathematical concepts seen in combinatorics. Some topics include boolean algebra, logic circuits, graphs, directed graphs, block designs, error-correcting codes, enumeration, and recurrence relations.

**Prerequisite:** MATH 230

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

### **MATH 490 - Seminar in Mathematical Research**

#### **1 Credit Hours**

This course consists of a review of current research trends in mathematics. Each student will review current literature and select and pursue a topic of individual study. Mathematics faculty will mentor and grade the participants in the course. This course is to be taken during the student's last year of study at Peru State College. This course is the capstone course and senior competency for the Mathematics major.

**Prerequisite:** Senior Standing

## **Music**

### **MUSC 100 - Music Major Forum**

#### **0 Credit Hours**

Music Major Forum is a bi-weekly convocation hour required for all music majors and music minors. The course utilizes student performances and guest performances to develop critical listening, performance skills, and musical appreciation. The course also offers pre-professional development opportunities through faculty and guest lectures designed to prepare students for a career in music.

### **MUSC 101 - Concert Band**

### **0 to 1 Credit Hours**

Concert Band is a performance class open to all students who have prior experience playing an instrument and reading music, or with the consent of the instructor. An emphasis is placed on the study and performance of traditional and contemporary concert band literature in a variety of idioms and styles. Concerts are performed on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 102 - Concert Choir**

### **0 to 1 Credit Hours**

Open to all students with the consent of the director. An emphasis on the study and performance of representative choral works of all periods. Three (3) days attendance weekly. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 103 - Jazz Ensemble**

### **0 to 1 Credit Hours**

Open to all students by audition and the consent of the instructor. An emphasis is placed on the study and performance of music in all popular idioms. Jazz ensemble performs concerts on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 104 - Contemporary Ensemble**

### **0 to 1 Credit Hours**

Open to all students by audition and consent of the instructor. An emphasis is placed upon the study and performance of vocal music in all popular idioms and concerts are performed on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 105 - Brass Ensemble**

### **0 to 1 Credit Hours**

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of brass literature in all the chamber music idioms and concerts are performed on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 106 - Woodwind Ensemble**

### **0 to 1 Credit Hours**

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of wood wind literature in all the chamber music idioms and concerts are performed on and off the campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 107 - Madrigal Singers**

### **0 to 1 Credit Hours**

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of vocal literature in all chamber music idioms. Concerts are performed on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 108 - Percussion Ensemble**

### **0 to 1 Credit Hours**

Open to all students with the consent of the instructor. An emphasis is placed upon the study and performance of percussion ensemble literature in a variety of chamber music idioms. Concerts are performed on and off campus. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 110 - Women's Choir**

### **0 to 1 Credit Hours**

Women's Choir is a non-auditioned choir for female students, faculty, and staff. This ensemble highlights the cultural values of women's-only activities, and highlights repertoire written explicitly for female choirs. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 112 - Class Piano I**

#### **1 Credit Hours**

Introduction to piano skills for the performer and educator.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 113 - Beginning Class Guitar**

#### **1 Credit Hours**

An introduction to the basic chords, melodies, note reading, tuning, and styles of performance for the beginning guitarist.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 114 - Class Piano II**

#### **1 Credit Hours**

Continuation of piano skills for the performer and educator.

**Prerequisite:** MUSC 112

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 120 - Applied Music**

#### **1 Credit Hours**

This course provides private music instruction for voice, instruments, or piano on the Freshman level. May be repeated for credit.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 145 - Music Theory I**

**3 Credit Hours**

MUSC 145 is an integrated study of the fundamentals of music theory and aural skills. It includes the study of notation, intervals, scales, chords, melodic organization, and texture.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 211 - Music Appreciation**

**3 Credit Hours**

This course provides a survey of the various forms and styles of music ranging from folk songs to opera, oratorio, and symphony. Selected works are analyzed and discussed through the use of recordings.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 212 - Class Piano III**

**1 Credit Hours**

Continuation of piano skills for the performer and educator.

**Prerequisite:** MUSC 114

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 213 - Introduction to Jazz History**

**3 Credit Hours**

Introduction to Jazz History Introduction to Jazz History is a general education survey course that will examine the three artistic activities of music, viz., creating, performing, and listening; the course will examine the unique place jazz has in American cultural history and how its creators have been influenced by social and historical forces peculiar to America; and although concerned primarily with the music of jazz, the course will examine the lives of some of the most

prominent performers from each jazz period.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

#### **MUSC 214 - Class Piano IV**

##### **1 Credit Hours**

Continuation of piano skills for performer and educator.

**Prerequisite:** MUSC 212

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

#### **MUSC 215 - History of Rock**

##### **3 Credit Hours**

A survey of the early history of rock music including its antecedents in Rhythm and Blues and Country. Particular emphasis will be on the music of the 1960's. The course will consist of two areas of study: a focus on analysis of musical characteristics and evolving styles, and a consideration of the sociopolitical impact rock music had on the second half of the 20th century with particular emphasis on the role Rock as an important voice of the counterculture. Rock's interconnection with other arts such as film and poetry will also be emphasized.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

#### **MUSC 216 - The Evolution of Hip Hop**

##### **3 Credit Hours**

The Evolution of Hip-Hop traces the development of hip-hop and rap music from its inception in the Bronx in the 1970s through today. As active listeners and participants, students will have the opportunity to discuss, debate and criticize elements of not only the musical stylings, but the socio-political and historically relevant topics of each year.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

#### **MUSC 217 - Country Music History**

### **3 Credit Hours**

This course surveys the rich musical, cultural, and economic history of country music in the United States. Since its inception, country music has embodied a tension between tradition and progress. Country music thereby reflects a basic feature of the American story, valorizing our history while valuing social and technological development. Throughout this course, we consider this tension as it affects the musical content and cultural meaning of country music.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 220 - Applied Music**

#### **1 to 2 Credit Hours**

This course provides private music instruction for voice, instruments, or piano on the Sophomore level. May be repeated for credit.

**Prerequisite:** MUSC 120

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 245 - Music Theory II**

#### **3 Credit Hours**

Music Theory II continues the study of concepts from Music Theory I with an emphasis on harmony in tonal music.

**Prerequisite:** MUSC 145

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 251 - Elementary Music Methods**

#### **3 Credit Hours**

This course is a study of modern teaching techniques for children's music literature.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 253 - Elementary Music Methods for Music Majors**



### **3 Credit Hours**

This course is a study of modern pedagogical approaches to teaching general music at the elementary level. The purpose of this class is to provide music majors with experiences, instruction, knowledge, and resources necessary to build a general music curriculum at the elementary level.

**Prerequisite:** MUSC 114, MUSC 245, Sophomore Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 310 - World Musics**

#### **3 Credit Hours**

World Musics is an introduction to ethnomusicology, integrating the disciplines of anthropology and musicology. Students will learn to experience and understand music in the context of cultural beliefs and societal institutions. Students will gain exposure to, and analyze the musics of Africa, Native America, Asia, the Near East, the Pacific, and Eastern Europe. This course will also provide the student the tools with which to discover the meanings of music in the life of any society.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Perspectives on Values, Thought & Aesthetics

### **MUSC 320 - Applied Music**

#### **1 to 2 Credit Hours**

This course provides private music instruction for voice, instruments, or piano on the Junior level. May be repeated for credit.

**Prerequisite:** MUSC 220

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 321 - Choral Methods I**

#### **3 Credit Hours**

This course is an introductory study of organizational skills and pedagogical techniques for concert choirs, women's choirs, men's choirs, and popular-style choirs at the middle school and high school level with an emphasis on repertoire

and rehearsal methods.

**Prerequisite:** Junior Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 322 - Band Methods I**

#### **3 Credit Hours**

This course is an introductory study of organizational skills and pedagogical instrumental techniques for the concert band, jazz band, elementary band, middle school band, and marching band. Brass and percussion instruments will be covered.

**Prerequisite:** Junior Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 340 - Junior Recital**

#### **1 Credit Hours**

This course includes selection, preparation, direction and rehearsal of a recital of music for voice, instruments, or piano culminating in a thirty-minute performance. Students must be concurrently enrolled for applied music during the semester they are enrolled for the junior recital.

**Prerequisite:** MUSC 320

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 342 - Arranging**

#### **3 Credit Hours**

This is a course in practical scoring and arranging for band and orchestra and voices.

**Prerequisite:** MUSC 245

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 345 - Music Theory III**

### **3 Credit Hours**

Music Theory III continues the study of concepts from Music Theory II with an emphasis on formal structures.

**Prerequisite:** MUSC 245

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 351 - Brass Methods**

#### **2 Credit Hours**

This course is a study of brass instruments and brass pedagogical techniques with actual playing experience.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 352 - Woodwind Methods**

#### **2 Credit Hours**

This course is a study of woodwind instruments and woodwind pedagogical techniques with actual playing experience.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 361 - String Methods**

#### **2 Credit Hours**

This course is a study of stringed instruments, including the guitar, and stringed pedagogical techniques with actual playing experience.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 362 - Percussion Methods**

#### **2 Credit Hours**

This course is a study of percussion instruments and percussion pedagogical techniques with actual playing experience.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 363 - Music Business**

**3 Credit Hours**

Music Business is an introduction to music as it functions in the business world in the United States, focusing on the music industry and related fields. Basic theories and processes will be stressed, histories and musical trends of particular fields will be explored, various contracts and contract law and the role of the music industry attorney, and an examination of the ways in which music is encountered in our daily lives will be taken into account.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 372 - Vocal Techniques**

**2 Credit Hours**

Vocal Techniques will aid the development of understanding of the basic concepts and techniques of the physical, technical, and artistic aspects of vocal procedures and production.

**Prerequisite:** Enrollment in Applied Music (Voice)

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 420 - Applied Music**

**1 to 2 Credit Hours**

This course provides private music instruction for voice, instruments, or piano on the Senior level. May be repeated for credit.

**Prerequisite:** MUSC 320

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**MUSC 421 - Choral Methods II**

**3 Credit Hours**

This course is an advanced study of organizational skills and pedagogical

techniques for concert choirs, women's choirs, men's choirs, and popular-style choirs at the middle school and high school level with an emphasis on repertoire and rehearsal methods and an introduction to conducting and score marking.

**Prerequisite:** MUSC 321, Junior Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 422 - Band Methods II**

#### **3 Credit Hours**

This course is a continuation of the skills studies in Band Methods I. Additional instrumental techniques and organizational skills for the concert band, jazz band, elementary band, middle school band, and marching band will be taught. Woodwind instruments will be covered.

**Prerequisite:** MUSC 322, Junior Standing

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 440 - Senior Recital**

#### **1 Credit Hours**

This course includes selection, preparation, direction, and rehearsal of a recital of music for voice, instruments, or piano culminating in a sixty-minute performance. Students must be concurrently enrolled for applied music during the semester they are enrolled for the senior recital. This course is the capstone course and senior competency for the music major.

**Prerequisite:** MUSC 320

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 441 - Music History from Antiquity - 1750**

#### **3 Credit Hours**

This course is a study of the development of music from antiquity through the end of the Baroque period with stylistic analysis of musical examples.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 442 - Music History from 1750 - Present**

### **3 Credit Hours**

This course is a study of the development of music from the beginning of the Classical period to the present with stylistic analysis of musical examples.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 445 - Music Theory IV**

### **3 Credit Hours**

Music Theory IV continues the study of concepts from Music Theory III with an emphasis on expanded harmonic vocabulary and techniques. This course also serves as an introduction to instrumental orchestration.

**Prerequisite:** MUSC 345

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **MUSC 462 - Conducting**

### **3 Credit Hours**

The knowledge of baton techniques, reading and interpreting a musical score, and the presentation of techniques of rehearsing instrumental organizations are stressed in this course.

**Prerequisite:** MUSC 245

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **Philosophy**

### **PHIL 201 - Introduction to Philosophy**

### **3 Credit Hours**

This course is an introduction to the main fields in philosophy, with special attention to theory of knowledge, ethics, political theory, and aesthetics. Major thinkers in the Western tradition will be discussed.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **PHIL 312 - Ethics in Practice**

### **3 Credit Hours**

This course focuses on the applications of ethical principles across the whole range of life activities ranging from business to medicine, from education to terrorism, and from animal welfare to research.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **Physics**

### **PHYS 100 - Introductory Physics**

#### **5 Credit Hours**

This is a condensed comprehensive survey of Newtonian and Modern Physics. Topical focus includes energy, mechanics, heat, electricity, sound, light, atomic structure, and relativity. This class includes required lectures, recitation, and laboratory components.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **PHYS 201 - General Physics I**

#### **5 Credit Hours**

The topics of mechanics, sound, and heat are included in this mathematically-based physics course. This class includes required lectures, recitation, and laboratory components.

**Prerequisite:** MATH 114 or equivalent

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

### **PHYS 202 - General Physics II**

#### **5 Credit Hours**

The topics of light, electricity, and magnetism are included in this mathematically-based physics class. This class includes required lectures, recitation, and laboratory components.

**Prerequisite:** PHYS 201

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Natural Science

## **Political Science**

### **PSCI 201 - American National Government**

#### **3 Credit Hours**

This course is a thorough introduction to the U.S. political system, its institutions and processes. Topics will include the Constitutional founding, federalism, political culture, Congress, the Presidency, judiciary, bureaucracy, public opinion and the media, the electoral process, and civil liberties.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSCI 202 - State & Local Government**

#### **3 Credit Hours**

This course includes description and analysis of political institutions and behavior in American states with interstate comparisons and comparisons between state and national political systems. Lecture topics include the development and role of American local government, its forms and structures, and the relationship to the federal government.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSCI 301 - Comparative Government**

#### **3 Credit Hours**

This course includes a comparative analysis of political systems and institutions of several nations; the nations studied may change with each offering. The course emphasis is on political culture, comparative political history, chief executives, legislatures, political parties, interest groups, courts, and policy making with ample comparisons to the U.S.



**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 307 - Women in American History & Politics**

**3 Credit Hours**

This course is an introductory survey of American women's history from pre-contact to the present with an emphasis on women's roles in the nation's political and civic life.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 312 - Engagement in the Legislative Process**

**3 Credit Hours**

This course is designed to give students the tools they need for engagement in the legislative process at all levels of American government; local, state, and national. Students will work in small collaborative groups to identify a contemporary political issue and analyze it from a socio-cultural perspective. The culminating activity will be to develop innovative strategies to positively impact the proposed legislative policies that address the issue.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 316 - Engagement in the Election Process**

**3 Credit Hours**

This course is designed to educate students about and provide opportunities for engagement in the election process at all levels of American government; local, state, and national. Student will individually volunteer in a political candidate's campaign, collectively organize and conduct a candidate forum at Peru State College, and collectively organize and conduct an election night event (non-partisan) at Peru State.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 325 - American Political Thought**

**3 Credit Hours**

This course describes the major fields and periods of American political thought, its major works, and the scholarly interpretations of those works.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 341 - Modern Europe**

**3 Credit Hours**

This course offers a comparative historical analysis of the ongoing process of modernization in Europe. The emphasis is on movements and institutions such as Liberalism, Conservatism, Romanticism, Socialism, Imperialism, and Totalitarianism from 1815 to the present.

**Prerequisite:** HIST 202

**Cross Listed:** HIST 341

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 351 - Modern Africa**

**3 Credit Hours**

Modern Africa presents the history of sub-Saharan Africa, concentrating on the events of the last three centuries and providing comparisons with European and American history.

**Cross Listed:** HIST 351

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

**PSCI 371 - Modern Middle East**

### **3 Credit Hours**

This course examines the recent history of the Middle East region, focusing on the Arab-Israeli conflict, the growth of fundamentalism and terrorism, and the international conflicts in Afghanistan and Iraq.

**Cross Listed:** HIST 371

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

### **PSCI 387 - Modern Latin America**

### **3 Credit Hours**

This course examines the recent history of Latin America from the Haitian Revolution (1791) to the present. Topics covered include the nineteenth-century revolutions, growth of nationalism, influence of the United States, and the Cold War in modern Latin American History. Special attention will also be paid to the current events in Latin America.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity

### **PSCI 426 - American Constitutional Law**

### **3 Credit Hours**

A study of the historical and political context of constitutional doctrine through major decisions. The emphasis is on constitutional growth as it relates to the fundamental structure of American government and the social order.

**Prerequisite:** PSCI 201

**Cross Listed:** HIST 426

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSCI 468 - Public Administration**

### **3 Credit Hours**

Students will study a range of topics involved in the administration of public agencies. Topics will include the history of America's public service, the development of intergovernmental relations, bureaucracies, public personnel, budgeting, decision making, evaluation procedures, and regulatory administration. This class will encourage students to investigate the role of public administration in the past and today, as well as to conjecture the possibilities for the future.

**Prerequisite:** PSCI 201

**Cross Listed:** BUS 468

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

## **Psychology**

### **PSYC 121 - Introduction to Psychology**

#### **3 Credit Hours**

This course is a general introduction to contemporary psychology focusing on basic concepts, principles, terminology, trends in psychological research, and the application of this knowledge.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 250 - Human Growth & Development**

#### **3 Credit Hours**

This course focuses on the physical, cognitive, social and emotional aspects of growth from birth through old age. In addition, factors thought to influence this growth are also examined.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 300 - Contemporary Issues in Psychology**

### **3 Credit Hours**

This course acquaints students with contemporary issues in psychology.

**Prerequisite:** PSYC 121

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 305 - Social Psychology**

### **3 Credit Hours**

This course focuses on the effects of culture, society, social institutions, and social learning on the social attitudes and behavior of individuals within groups.

**Prerequisite:** PSYC 121 or SOC 201

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 320 - Cognitive Psychology**

### **3 Credit Hours**

This course provides students with broad coverage of the field of Cognitive Psychology, covering topics such as Cognitive Neuroscience, Attention, Memory Structures, Memory Errors, Imagery, Problem Solving, Reasoning and Decision Making.

**Prerequisite:** PSYC 121

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 330 - Research Methods**

### **3 Credit Hours**

This introductory course concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the social and behavioral science.

**Prerequisite:** PSYC 121, STAT 210 (or MATH 340 or MATH 240)

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 345 - Psychology of Personality**

#### **3 Credit Hours**

This course focuses on the process of personality growth and adjustment. Through an examination of elected theoretical systems, different interpretations of this process are presented. Non-Western and multicultural considerations of personality theory are included.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 380 - Adolescent Psychology**

#### **3 Credit Hours**

This course examines the cognitive and psycho-social aspects of adolescence. It examines age appropriate developmental events, barriers to progress, and development facilitation.

**Prerequisite:** PSYC 121

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 410 - Experimental Psychology**

#### **3 Credit Hours**

This course assists students in the comprehension and use of experimental methods and literature. Research exercises are provided to illustrate course content.

**Prerequisite:** PSYC 121, PSYC 330

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 420 - Social Influence, Compliance & Obedience**

### **3 Credit Hours**

This is an in-depth examination of selected topics in social influence, the processes, through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Topics will include compliance, conformity, obedience, cultural and gender differences in influence, and motivations and mechanisms of resistances to influence. Students will be introduced to current and classic theory within the social influence domain; including persuasion, compliance gaining, interpersonal influence and social influence through mass mediated contexts. Over the semester students will be exposed to thirty classic works in the disciplines of psychology, communication, business management, sociology, and cultural anthropology relating to the course title.

**Prerequisite:** PSYC 121, PSYC 305

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 431 - Psychological Tests & Measurements**

#### **3 Credit Hours**

The course focuses on the issues and problems associated with psychological testing. Topics discussed include reliability, validity, construction, administration, norms, and interpretation as well as a survey of current psychological tests.

**Prerequisite:** PSYC 121

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 440 - Biological Psychology**

#### **3 Credit Hours**

This course will introduce you to the methods biological psychologists employ to investigate the biological underpinnings of behavior. It will explore what is currently known about the biological basis of emotional responses, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neurological disorders. Before delving into these topics this course will provide the necessary foundation on basic nervous system anatomy and functioning.

**Prerequisite:** PSYC 121

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 450 - Abnormal Psychology**

#### **3 Credit Hours**

Focusing on personality disorders, schizophrenia and bipolar disorder, this course deals extensively with DSM-IV categories of abnormal psychology.

**Prerequisite:** PSYC 121, PSYC 250, Junior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

### **PSYC 495 - Seminar in Psychology**

#### **3 Credit Hours**

Students conduct individual research and engage in cooperative learning via group discussion in which each student is expected to demonstrate, both verbally and in writing, mastery of major psychological concepts, concerns and perspectives, and their application in society. This senior level seminar is the capstone experience and senior competency course for psychology students and should be taken in the last year of study.

**Prerequisite:** Senior Standing

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

## **Sociology**

### **SOC 201 - Principles of Sociology**

#### **3 Credit Hours**

This course is an introductory study of group and social dynamics, cultures, social problems, social institutions, inter-group relationships, and the impact of social policies.



**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**SOC 255 - Diversity Issues in the United States**

**3 Credit Hours**

This course provides a comprehensive review of majority-minority relations in the United States and begins with an introduction of the sociological framework of the study of minorities, culture, prejudice, discrimination and intergroup relations. Subsequent weeks will be spent learning specifically about the experiences of a wide variety of minority groups, each starting with a sociohistorical perspective and ending with a sociological analysis of their contemporary situation.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**SOC 300 - Contemporary Social Problems**

**3 Credit Hours**

This course is an introduction to the causes, treatment, and prevention of selected social problems with particular emphasis on the problems of conflict and inequality. Social problems tend to be those issues, situations, behaviors, and ideas labeled as problematic and in need of an immediate solution. In this course, we will not only be learning what constitutes a social problem, but why. More specifically, why few labeled social problems receive more attention than others do and how politics and the media play a role in this determination.

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

**SOC 322 - The World's Religions**

**3 Credit Hours**

This course provides an introduction to the world's major religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. Central to the understanding of each will be knowledge of: location and history of the origins of the faith, especially in relation to world history; the difference between philosophy and religion, and where each fits; basic theological concepts; and

social teachings.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**SOC 340 - The Family**

**3 Credit Hours**

This course provides an examination of the role of the family in contemporary society with an emphasis on the factors influencing the family structure, functions, and roles, and their implications for both the community and individuals at varying stages of the family life cycle.

**General Studies Outcome:** Methods of Inquiry & Explanatory Schema - Social Science

**SOC 343 - Medical Sociology and Ethics**

**3 Credit Hours**

This course explores the branch of sociology that deals with the analysis of medical organizations and how social and cultural factors affect them. Through medical sociology, the condition of the patients and the education of individuals regarding various socio-cultural factors, lifestyle and social identities that may make them vulnerable to disease.

**Cross Listed:** BUS 343

**SOC 395 - Community Development**

**3 Credit Hours**

This course explores common issues and opportunities at the community level and a variety of techniques available to promote community development.

**Prerequisite:** Junior Standing

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

**SOC 396 - International Field Experience: Community Development**

### **3 Credit Hours**

This is a specialized international field experience focused on understanding community development principles and practices in a specific country or countries. The impact of culture; political, economic, and education systems; and historical context will be considered. Students will participate in a variety of daily activities, including community service projects, tours, lectures, and guided discussion sessions designed to promote understanding of the topics. Included is the presentation of strategies to develop the appropriate level of preparation to meet challenges of working and traveling in an international/intercultural setting.

**Prerequisite:** Sophomore Standing

**General Studies Outcome:** Cultural Literacy, Diversity & Equity; Methods of Inquiry & Explanatory Schema - Social Science

## **Spanish**

### **SPAN 100 - Conversational Spanish**

#### **3 Credit Hours**

This introductory course offers students both an understanding of Spanish grammar and sentence structure and of speaking the language in multiple contexts, from talking with friends to getting around town.

### **SPAN 101 - Elementary Spanish I**

#### **5 Credit Hours**

This is an introductory course in Spanish dealing with grammar, reading, writing, and conversing. Elementary Spanish I will give students additional insight into the cultures of native Spanish speakers.

### **SPAN 102 - Elementary Spanish II**

#### **5 Credit Hours**

Elementary Spanish II emphasizes an increased proficiency in conversational situations, grammar, reading, and writing. Elementary Spanish II will give an increased and more in-depth insight into native Spanish cultures.

**Prerequisite:** SPAN 101

## **Special Education**

### **SPED 200 - Introduction to Special Education**

#### **3 Credit Hours**

This course is designed to provide a historical, political, and sociological survey of the areas of exceptionality in the field of special education. The course will identify significant changes which have occurred in the education of exceptional populations and provide an introductory experience concerning the various disability groupings.

**Prerequisite:** EDUC 209

**Corequisite:** EDUC 209

### **SPED 300 - Assessment in Special Education**

#### **3 Credit Hours**

Tests commonly used for children with suspected disabilities are administered and interpreted in this course. Emphasis is on the use of formal and informal assessment procedures to diagnose strengths and weaknesses of students which may affect academic performance.

**Prerequisite:** EDUC 317, SPED 200

### **SPED 307 - Special Education Practicum**

#### **2 Credit Hours**

The purpose of the course is to provide a classroom experience in a Special Education setting.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** SPED 430

### **SPED 309 - Early Childhood/Special Education Practicum**

### **1 Credit Hours**

This course is designed to provide students with an opportunity to observe the specific methods in Preschool through Kindergarten being studied in early childhood/special education methods classes and to begin to practice those methods.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** SPED 405

### **SPED 353 - Speech Correction & Development**

### **3 Credit Hours**

This course identifies the unique educational problems of children with speech deficiencies with an emphasis on identification and remediation.

**Prerequisite:** Admission to Teacher Education

### **SPED 383 - Education of Students with Autism & Low Incidence Disabilities**

### **3 Credit Hours**

This course is designed to prepare teacher candidates with the ability to recognize and build upon the strengths and needs of students with low incidence disabilities. They will also be able to employ various instructional strategies and locate appropriate educational materials for students with low incidence disabilities and autism spectrum disorder.

### **SPED 385 - Education of Students with Cognitive Disabilities**

### **3 Credit Hours**

This course is designed to prepare the teacher candidate with the ability to work with students who have cognitive disabilities and address their strengths and needs. The course is also designed to help the teacher candidate understand and implement various instructional procedures and locate appropriate educational materials for students with cognitive disabilities.

**Prerequisite:** Admission to Teacher Education, SPED 200

### **SPED 393 - The Special Education Process from Referral to Post-Graduation**

### **3 Credit Hours**

This course is designed to provide teacher candidates with an understanding of the entire special education process from prereferral through transition to post-secondary education or the workforce. Particular emphasis will be placed on the rights of students and parents during the transition process.

**Prerequisite:** Admission to Teacher Education, SPED 200

### **SPED 405 - Special Education/Early Childhood Characteristics & Methods**

### **3 Credit Hours**

This course is designed to enable the student to master the knowledge of the purposes, unique features, service delivery, and issues in the field of early childhood special education. Basic information about the foundations of early childhood special education programs and sources of current research about this rapidly growing field will be studied. Current best practice instructional methods will be a major focus of this course.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317, SPED 309

### **SPED 407 - Special Education Program Coordination Practicum**

### **1 Credit Hours**

This course provides a minimum of 40 hours of field experience in a special education setting, with the focus on developing knowledge and skills related to coordinating special education programs.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** SPED 450

### **SPED 420 - Differentiating Assessment Practices in an Inclusive Setting**

### **3 Credit Hours**

This course is designed to give teacher candidates the ability to assess students in inclusive settings. Teacher candidates will learn how to adapt teaching methods, the curriculum, and most importantly, assessments of learners with

special needs who are taught in an inclusive classroom.

**Prerequisite:** Admission to Teacher Education, EDUC 317, SPED 200

### **SPED 421 - Early Childhood/Special Education Student Teaching**

#### **3 to 12 Credit Hours**

Observation, laboratory, and practical application of learning principles in Preschool through Kindergarten settings. Students teach full-time for four to sixteen weeks.

### **SPED 430 - Special Education Methods**

#### **3 Credit Hours**

This course is designed to develop skills necessary for teaching Special Education students (K-12) with mild/moderate disabling conditions. Emphasis is on developing knowledge, skills and techniques for successful teaching in multi-categorical resource room settings and inclusionary educational programs.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317, SPED 307

### **SPED 435 - Special Education Student Teaching**

#### **3 to 12 Credit Hours**

Observation, laboratory, and teaching experience in the special education classroom. Students teach full-time for four to sixteen weeks.

### **SPED 440 - Behavior Management**

#### **3 Credit Hours**

The course will focus on the basic principles of behavior management 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.

**Prerequisite:** Admission to Teacher Education

## **SPED 450 - Coordination of Special Education Programs**

### **3 Credit Hours**

This course is designed to provide the teacher candidate with the skills needed to coordinate a special education program. Topics addressed include: individualized education plans (IEPs), implementing classroom and individual behavior management strategies, conducting classroom assessment of specialized instruction, supervising paraprofessionals, implementing instructional planning and strategies, developing collaborative consultation and home-school partnerships, and learning about stress reduction strategies and time management techniques.

**Prerequisite:** Admission to Teacher Education, EDUC 317

**Corequisite:** EDUC 317, SPED 407

## **SPED 460 - Transitional Strategies**

### **3 Credit Hours**

This course is designed to provide background knowledge about all transitional phases during a student's education, the legal foundation of transition, and the role the family plays in this process. Transitions during early childhood, middle school, high school, and post-graduation will be covered. Other topics include: assessment, selecting the least restrictive environment, integrating transition into the IEP, work-based learning, job placement and supervision, postsecondary education, living in the community, and resources for transition.

**Prerequisite:** Admission to Teacher Education, SPED 200

## **SPED 465 - Education of Students with Emotional/Behavioral Disorders**

### **3 Credit Hours**

This course is designed to investigate the etiology, classification, and treatment for children and adolescents with emotional, social and behavioral impairments. It examines the historical and philosophical contexts, major theoretical perspectives, and instructional alternatives. Current best practice and research related to the topic will be explored.

**Prerequisite:** Admission to Teacher Education, SPED 200



## **SPED 470 - Social & Emotional Learning**

### **3 Credit Hours**

This course will focus on the essentials of social and emotional learning in various educational settings. Using social and emotional learning to foster academic learning will be explored in addition to social and emotional curricula, how social and emotional learning can and will affect students, as well as what to do when social and emotional learning in the classroom is not enough.

**Prerequisite:** Admission to Teacher Education

**Corequisite:** SPED 440, SPED 465

## **SPED 475 - Behavior Intervention & Practicum**

### **3 Credit Hours**

This course will focus on the basic principles of behavior management and provide a hands-on opportunity for their application in a specialized education setting by teacher candidates. Course content will include reflection opportunities for analysis regarding behavior observations and positive behavior support implementation. Content will also include opportunities for implementation of a behavior change project including data collection in the form of a simple functional behavioral assessment, behavior intervention design and implementation, collection and analysis of intervention results, as well as reflection on the intervention process as a whole. Last, content will include the teaching of specific behavior lessons involving social skills, self-advocacy, and behavior intervention strategies.

**Prerequisite:** Admission to Teacher Education, SPED 440, SPED 465, SPED 470

## **Speech**

### **SPCH 152 - Fundamentals of Speech**

#### **3 Credit Hours**

This course is a study of the principles of speech with an emphasis on the development of oral skills. Class emphasizes methods of organization and delivery for addressing various audiences.

**General Studies Outcome:** Collegiate Skills - Effective Communication

**SPCH 300 - Summer Theatre Workshop**

**3 Credit Hours**

This course offers practical training in all aspects of theatre production including acting, set design, lighting, costuming, make-up, improvisation, music, and dancing.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**SPCH 357 - Interpretive Reading**

**3 Credit Hours**

This course is designed to emphasize oral reading of worth-while literature in group settings. It includes the close, critical analysis of practice selections as well as the study and practice of basic delivery techniques.

**Cross Listed:** ENG 357

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

**Statistics**

**STAT 210 - Statistics**

**3 Credit Hours**

A study of the methods of summarizing and interpreting data, elementary probability, and its relation to distributions. The meanings, importance, and application of the normal and binomial distributions and the methods of random sampling, testing of hypotheses, analysis of paired data, and interpretation of standardized test scores are covered. Students work on independent research projects to gain first-hand experience with the issues of the course.

**General Studies Outcome:** Collegiate Skills - Quantitative Reasoning

**STAT 440 - Advanced Statistics**

### **3 Credit Hours**

This course covers calculus based probability and statistics with applications. It continues the study of methods of summarizing and interpreting data, with special emphasis on non-normally distributed statistics. Topics will include discrete, continuous, multivariate and sampling distributions; moment generating functions; confidence intervals; and hypothesis testing.

**Prerequisite:** STAT 210 (or MATH 340), MATH 225

### **STAT 442 - Biometrics**

### **3 Credit Hours**

This course is designed to give the biological research student a basic knowledge of statistical techniques. Emphasis in this course is on application rather than statistical theory. Topics will include one and two factor analysis of variation, testing for goodness of fit, and introductions to experimental design and multivariable regression.

**Prerequisite:** STAT 210 (or MATH 340)

## **Theatre**

### **THEA 232 - Introduction to Theatre**

### **3 Credit Hours**

This course is a hands-on exploration of the elements of theatre arts. We will read and analyze selected works of dramatic literature as well as materials dedicated to acting, directing and design and apply what we learn to projects focused on: directing, acting, scenic design, playwriting, and dramaturgy.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **THEA 250 - Acting**

### **3 Credit Hours**

The course is a focused study of a variety of modalities and approaches to acting with an emphasis on the development of skills to create both emotionally and

physically believable characters grounded in their given circumstances.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **THEA 355 - Principles of Play Production**

#### **0 to 4 Credit Hours**

This is a hands-on production course culminating in a fully staged production(s) in the Jindra Black Box or the Performing Arts Center. Participants have the opportunity to explore many aspects of theatre production such as: acting, directing, lighting/sound/costume design, stage management, house management, and dramaturgy. Enrolled students are expected to participate throughout the entire production process. Credit received (0-4 credits) and particular project needs will determine the students expected time commitment. Course requires a written reflection paper and weekly meetings with the Faculty Director. Principles of Play Production is a way for students to participate in Peru Theatre Company shows and receive credit towards the theatre minor for their time and talents.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

### **THEA 363 - Directing**

#### **3 Credit Hours**

This course is designed to provide basic insight into the art of Theatrical Direction including: play selection; obtaining production rights; auditions; casting; blocking; the rehearsal process; and basic theatrical design. This course helps prepare students to work as a Theatrical Director in either an educational or community theatre environment.

**General Studies Outcome:** Perspectives on Values, Thought & Aesthetics

## **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 Teaching Excellence Award recipient is then nominated for a System-wide Teaching Excellence Award, which was established in memory of board member George Rebensdorf.

Name	Award Year and Award	Title
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
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
Charles Hicks	2023 - Campus Award	Associate Professor of English

## **Emeriti Faculty/Faculty Listing**

- Emeriti Faculty
- Faculty Listing
- Executive Officers
- Academic Deans
- Academic Directors

## Emeriti Faculty

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

**Kelly Liewer** (1968-1997) Registrar Emeritus

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

**Bill Snyder** (1979-2011) Professor Emeritus of Business

**Ken Anderson** (1984-2016) Professor Emeritus of Art

**Dan Holtz** (1987-2016) Professor Emeritus of English

**Spencer Davis** (1984-2017) Professor Emeritus of History

**Daryl Long** (1967-2017) Professor Emeritus of Mathematics

**Bill Clemente** (1992-2018) Professor Emeritus of English

**Judy Grotrian** (1998-2019) Professor Emeritus of Business

**Christy Hutchison** (2004-2021) Professor Emeritus of Business

**Jim Nevitt** (1984-2022) Professor Emeritus of Psychology

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

## Faculty Listing

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

**Gul Ahmad**, Professor of Biology (2012)

- B.S., Ph.D., Aligarh Muslim University

**Heidi Jo B. Bartlett**, Instructor of Education (2017)

- B.S., University of Wisconsin at Milwaukee
- M.A., University of Central Florida

**Jacob Bartlett**, Professor of Music (2012)

- B.S., M.S., Northwest Missouri State University
- M.A., D.M.A., University of Nebraska - Lincoln

**Gina Bittner**, Professor of Education (2006)

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

**Stacy Bliss**, Assistant Professor of Psychology (2022)

- B.S., Peru State College
- M.S., Ph.D. University of Tennessee

**Anthony Citrin**, Professor of Education (1986)

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

**Richard Clopton**, Professor of Biology (1995)

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

**Kenneth Curtis**, Assistant Professor of Art (2019)

- B.S., Eastern New Mexico University
- M.A., M.F.A., West Texas A & M University

**Erik Davis**, Assistant Professor of Political Science (2023)

- B.S., Heidelberg University
- M.S., Ohio State University
- M.S., University of Akron

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

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

**Greg Galardi**, Associate Professor of Business (2004)

- B.A., Bellevue College
- M.S., Central Michigan University
- M.B.A., D.B.A., Northcentral University

**Kelli Gardner**, Associate Professor of Psychology (2009)

- B.S., M.S., Ph.D., Iowa State University



**Matthew Gleason**, Instructor of Business (2015)

- B.A., M.B.A., Pittsburgh State University

**Mary Goebel-Lundholm**, Professor of Business (2006)

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

**Kenneth Bradley Griffin**, Instructor of CMIS (2004)

- B.S., Peru State College
- M.B.A., Chadron State College

**Sheri Grotrian**, Professor of Business (2007)

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