

North Dakota State University
Department of Health, Nutrition, and Exercise Sciences

Health Education & Physical Education
Majors Handbook



Program Coordinator Contact Information

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Contact Information

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BLACKBOARD: Blackboard > My Organizations > Health/Physical Education Majors

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Purpose of the Handbook

To help ensure student success, this handbook was developed to help clearly communicate the policies and expectations developed by the Health Education/ Physical Education (HE/PE) Committee.

The handbook is an organic document and is subject to change at any time. If there are changes, the faculty will be sure to communicate the changes, but ultimately, it is the student's responsibility to read, understand, and agree to follow (demonstrated by a signature) the expectations outlined by the document.

Department Description: Health, Nutrition, & Exercise Sciences (HNES)

HNES is one of five units that comprise the College of Human Development & Education. The department offers all students an opportunity to develop skills and knowledge that are vital in developing a personal, lifetime wellness concept and to serve as teachers, leaders, and administrators of health education, physical education, sport, athletic training, exercise science, and dietetics. The department offers majors in dietetics, exercise science, health education, physical education, and sport and recreation leadership. Certification is offered in coaching and Physical Best. In addition, numerous sport activity courses are offered as enrichment courses.

HNES Mission Statement

"Actively Encourage Healthy Lifestyles through Excellence in Teaching, Research and Service"

As a department, we are:

1. Committed to Excellent Teaching and Positive Student Learning - We seek to provide a student friendly, humanistic, technologically enriched learning environment that fosters the intellectual development of all students. HNES is committed to excellence in teaching, student learning, and ethical decision making.
2. Committed to Scholarship and Research - HNES is committed to enhancing scholarship and creativity in faculty and students. HNES seeks to provide an intellectually rich environment where research, critical thinking and scholarship are the cornerstones of our everyday activity in HNES.
3. Committed to Service - HNES is committed to providing a quality and continuing service to our surrounding community and to our key stakeholders.

General Policies and Procedures

Philosophy: Learning by Doing

Mission

The mission of both the Health Education and Physical Education Programs at North Dakota State University is to develop pre-service health and physical educators who are critical thinkers, creative planners, and effective practitioners.

Program Goal

The goal of the Health Education and Physical Education Programs is to develop skilled practitioners who are prepared with the essential knowledge, skills, and dispositions in their fields of specialization. These programs are designed to reflect the current knowledge base and effective practices.

Professionalism Policy

The student's appearance and hygiene should exemplify their intent to become a future professional. Most importantly, if the pre-professional is completing their course requirements off campus, s/he should know and follow the rules/guidelines of the setting (e.g. field experience). For more specific details, please see your major's section.

Non-Discriminatory Policy (North Dakota State University Policy Manual, Section 100)

NDSU does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable. Direct inquiries to Vice Provost, Title IX/ADA Coordinator, Old Main 201, (701) 231-7708, ndsuoaa@ndsu.edu.

Core Courses

Physical Education:

HDFS 230** or Psych 250**
HNES 110*
HNES 257*
HNES 211*
HNES 217*
HNES 254*
HNES 255*
HNES 256*
HNES 301*#
HNES 336*#

School Health Education:

PSYC 210**
PSYC 212**
HNES 110*
HNES 217*
HNES 200* or HNES 250**
HNES 341*
HNES 345*
EDUC 481 HE**

HNES 350*

HNES 353*

HNES 367*#

HNES 461*

EDUC 451 PE*

EDUC 481 PE**

* must earn a grade of "B" or higher.

** considered core course for progression only; students must earn a grade of a "C" or higher.

students are allowed to earn a "C" in only one of these three courses

Main Aspects of Pedagogy Core Courses

Professional Clothing

All HEPE students must purchase required program apparel during the fall semester of their third year (HNES 301 and HNES 367).

K-12 School Observations/Community Shadowing/Field Experience

Observations/shadowing will be a major component of the upper-level pedagogy courses and students are required to wear program professional attire as appropriate. Please remember: You are representing not only yourself but also the HNES Department, the Health Education and/or Physical Education Programs, and the University and are required to display professional attire hygiene, behavior, etc.

Education Majors, please be advised that you are to follow the rules of the class/school/district (It would be a good idea to ask for those the first day you are in the schools). When you are at the K-12 school, you are to actively PARTICIPATE-- act as the teacher's assistant. Take the initiative and ask if there is anything you can do, help, etc. During activities, walk around and help facilitate the activity. Talk to the students and attempt to develop a positive rapport with them. **DO NOT SIT AND WATCH!!!**

Students who are pursuing a teaching degree should refer to the School of Education privacy pledge found in the Blackboard organization.

Confidentiality Statement

As guests in local schools, it is imperative that we respect the privacy of both the teachers and students. Any information shared with you by a teacher regarding a student (academic record/performance, behavior, home life, etc.) is confidential and is not to be shared outside of the classroom. Likewise, teachers are to be afforded the same confidentiality regarding their teaching practices. Experiences in the classroom may be shared only within the university course in which the field experience is associated, providing all names have been changed to protect the identity of those involved.

In-Class Assignments/Teaching

When planning lessons, you may find activities on the Internet, in textbooks, from class, or in the field. It is great to use these activities (no need to re-invent the wheel); however, please give credit where credit is due. Also, throughout your course work, you will see many activities demonstrated. In order for everyone in the class to get the most out of their education, please do not duplicate any activities that you have already seen demonstrated in class unless there are **MAJOR** modifications. If you are questioning a possible duplication of an activity, please see your professor before you continue!

PRAXIS Core Academic Skills for Educators Tests

Students must take and pass the Core Academic Skills for Educators tests prior to being admitted to the School of Education. Faculty recommend students take this test as soon as they decide to seriously pursue either major.

Application Procedures for School of Education

Application into the program will be completed via the School of Education. Faculty recommend students apply during the spring of the sophomore year. The website application may be found here:

https://www.ndsu.edu/ed/undergraduate/admission_to_the_program/

Transfer Students

It is required that transfer students meet with an HE/PE academic advisor to discuss appropriate sequencing of courses. Without proper sequencing, additional time may be needed to complete the major. Transfer students should plan on a minimum of a three-year commitment to the program (depending when s/he transfers). To make the program as effective as possible, transfer students will work closely with their advisor to establish an appropriate plan of courses.

If you have not completed the prerequisite for a particular course you may write a letter to the HEPE committee requesting admission into said course.

The **letter** should include the following components:

- Explanation of situation -- background information/transfer from/major/GPA/year/etc.
- Statement of request
- Semester by semester plan outlined
- Contact information
- Unofficial transcript

Academic Standards

Students must meet the minimum grade requirements in all identified core course(s) and maintain a minimum cumulative GPA of 2.75 (as per the School of Education requirements).

Note: At all times students are expected to adhere to the NDSU Code of Conduct and the HSE Honor System.

Grade Requirements (passing):

- Upon completion of the minimum required grade or better in the identified core courses, students will be accepted into their curriculum guide identified capstone courses (Health: EDUC 481-HE) (Physical Education: HNES 461 and EDUC 481-PE).
- **Courses with an unsatisfactory grade must be retaken.**

Standard Procedures

Regular Evaluation of Status in Program Courses

A student's standing in program courses will be reviewed at the end of every semester. This review will include course grades, cumulative and semester GPAs, and dispositions. Students with unsatisfactory dispositions will be required to meet with the HE/PE program faculty.

Standard Procedure for Suspension from the Program

- If dismissed from the program, a student may no longer continue taking HNES core courses for a minimum of one semester (i.e. reinstatement would occur for the semester in which the infraction(s) occurred the following academic year).
- Notification will occur via e-mail from the program coordinator.
- Notification will also be sent to the student's academic advisor(s).
- Students are eligible to reapply to the program the following semester for possible reinstatement. For example: If a student's infraction(s) occurred during the fall semester, he/she would reapply during the spring semester for reinstatement during the fall semester of the *following* academic year.
- See *Standard Procedure for Reapplication and/or Appeal* process listed below

Standard Procedure for Removal from the Program

- If removed from the program a student may no longer continue taking HNES core courses.
- Notification will occur via e-mail from the program coordinator.
- Notification will also be sent to the student's academic advisor(s).
- Students would not be eligible to reapply to the program.
- See *Standard Procedure for Appeal Process*

Standard Procedure for Reapplication to the Program

- Students have the opportunity to reapply to the program the following semester for possible reinstatement.
- Application must be initiated a minimum of *one month* prior to desired return to the program.
- To apply to the program, a student must complete the reapplication process (including a letter of application and personal "action plan") and submit the documents to the program coordinator.
- After receiving the reapplication, the program coordinator will organize a meeting with the student and the HE/PE committee.

- The meeting will include an interview in which the student will be given an opportunity to address the committee.
- The student is then excused and the committee will meet to consider the student's ability to benefit from the program.
- The student will then be notified via e-mail from the program coordinator within seven working days of the meeting.
- If the student is to be reinstated, the student will be held to the standard articulated by the action plan and will be placed permanently on probation.
- Failure to follow any part of the action plan may constitute removal from the program.
- If another violation occurs, the student will be dismissed from the program permanently.
- Students will have the opportunity to reapply to the program ONE time.

Standard Procedure for an Appeal

- If a student believes the referral is inaccurate, s/he is able to submit an appeal (written letter with opposing perspective- including a copy of the referral) to the program coordinator.
- A student may only submit an appeal ONE time throughout his or her entire time in the program (unless the appeal is granted).
- The appeal must be submitted within two weeks of the original referral notification.
- Once the appeal is submitted, the HE/PE committee will schedule a time to meet with the student to hear the opposing perspective/appeal.
- The student is then excused and the committee will meet to consider the student's ability to benefit from the program.
- The student will then be notified via e-mail from the program coordinator within seven working days of the meeting.
- If the appeal is overturned, the student will be held to the standard articulated prior to the referral.
- If the appeal stands, the student's status will be based on the individual situation.

Non-Academic: Professional Behaviors and/or Dispositions

Professional Behavior and/or Disposition

To maximize one's effectiveness as a professional, it is important to understand and exemplify professional behaviors, integrity, learning, knowledge, diversity, and collaboration. HNES faculty will be working with you to build and strengthen these behaviors throughout your time in the health and physical education programs at NDSU.

Rubric

To help build, strengthen, and communicate these professional characteristics, the following rubrics have been developed to describe the levels of expectation in each of the areas.

Rubric modified from Wayda, V. & Lund, J. (2005) Assessing dispositions. *JOPERD*. 76, 34-41.

Values Learning and Knowledge

In-Class Participation			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Inattentive in class. May fall asleep, read newspaper, or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.	Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.
Class Preparation			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis is on getting work done rather than learning. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates.	Assignments completed correctly with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.	Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of project.
Values Diversity			
Relationship with Others			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with	Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity.

others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. Makes derogatory comments towards others.	polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.	feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views.	Actively seeks interaction and feedback from variety of other people. Has compassion for others, putting their needs ahead of his/her own. Listens actively and values the opinions of others.
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Values Collaboration

Group Work

Unsatisfactory	Partially Proficient	Proficient	Advanced
Puts forth minimal effort and fails to do a fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.	Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts ideas of others. Relates adequately with others and performs basic group responsibilities.	Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.	Promotes group goals by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.

Values Professionalism

Professional Development and Involvement

Unsatisfactory	Partially Proficient	Proficient	Advanced
Unaware of professional organizations and/or professional publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally.	Aware of professional organizations and/or professional publications. Occasionally participates in professional activities. Sees the importance of professional growth.	References or makes use of professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth.	Actively involved with professional organizations. Seeks opportunities to be involved in professional activities. Takes leadership role in professional organization(s). Makes professional growth a high priority.

Respect for School Rules, Policies, and Norms			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for himself/herself, or tries to get around established rules of behavior, dress, hygiene, etc.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in his/her patterns of behavior, dress, etc.	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in his/her patterns of dress, behavior, etc.	Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of school operation.
Communication			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits. (e.g., repetition of words or phrases, such as “okay” or “like”).	Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey idea accurately.	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Speaking and writing is flawless in terms of grammatical correctness. Language usage is conventional and respectful. Is articulate and/or persuasive when expressing ideas.
Values Personal Integrity			
Emotional Control/Responsibility			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Emotions not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in

responsibility for his/her emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	others. Is responsible for his/her emotions and behaviors.	suggestions. Holds self-accountable for his/her emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	agreement with them. Can be accountable and responsible for his/her actions.
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Standard Procedure for Non-Academic Reasons

If there are concerns about a student's disposition and/or professionalism, as listed above for specific *areas of concern*, the standard procedure will entail a **three-fold process**:

- Verbal warning (see appendix for example of form--includes signatures);
- Written referral form (see appendix for example of form) and action plan- developed by the committee (including student signature);
- If the action plan is not followed or another infraction occurs, the student will be dismissed from the program.

Verbal Warning:

- If subtle attempts at communication attempting to check and/or improve inappropriate behavior are unsuccessful, the professor may request a one-on-one meeting with the student. At the completion of this meeting, a faculty AND student signature will be obtained to verify that the verbal warning has occurred.
- If the student is unwilling to meet with the professor, or if the behavior continues after the meeting, the student will be prohibited from attending class until s/he meets with the HE/PE Committee or Department Head to determine specific changes of disposition that are required.
- If the student does not want to continue attending class or if s/he does not agree to the terms set by the HE/PE Committee/Department Head, the student has the option to drop the course, earn a non-passing grade, or possibly be dismissed from the program.

Referral Form:

- The intent of a referral form is to formally bring awareness to the student and his/her advisor of an area(s) of concern with the hope that the behavior in question will be reduced or eliminated immediately.
- If a student's academic or non-academic behavior becomes a concern, a referral form may be completed.
- If this occurs, the form will be completed by the professor and signed by the student. The signature does not indicate that the student agrees to the statements in the referral form, it only verifies that s/he has been made aware of the situation.
- The student will then be permanently placed on probation.
- If the student does not agree with the statements written in the referral form, s/he has maximum of two weeks to file an appeal to the program coordinator (see page 8 for the appeal process).
- The referral form will then go into the student's permanent file.

- An **action plan** will be developed by the professor and signed by the student. This signature DOES state the student understands and agrees to follow the plan.
- If the action plan is not followed or another infraction occurs (academic or non-academic) the student will be dismissed from the program.
- If the student was on probation when the referral form was submitted, the student will be dismissed from the program.
- If a student is to be dismissed from the program, written notification will occur via e-mail from the program coordinator.
- Students are eligible to reapply to the program the following semester for possible reinstatement.
- See Standard Procedure for Reapplication/Appeal process
- Notification of the referral (along with a copy of the form) will also be sent to the student's academic advisor(s).

Note: If the student refuses to sign the referral form, s/he will be immediately dismissed from the program. Discretion of the infraction severity is left to the professor and/or HE/PE committee.

If the professor believes the infraction was severe enough to skip the verbal warning, a referral form/action plan would be the first step.

Suspended or Removed from the Program: Please see page 10 for Standard Procedures

Note: If students have multiple issues/concerns the cumulative record will be considered.

Note: Any disposition or behavioral referrals in the School of Education are subject to HE/PE policies.

Technology, Communication, and Grades

Technologies

It is suggested that you, as a future educator, use technology and social media appropriately – including e-mail address, Facebook, cell phone ring tone/music, and voicemail messaging. Potential employers have been known to eliminate candidates from an interview or hire due to inappropriate findings related to the above forms of communication.

Before class starts, please remove headphones and turn all phones off or to “silent” (not vibrate) and keep in coat, bag, etc. However, if there is an emergency, please communicate with your professor beforehand and an accommodation will be made.

Communication

NDSU email is the official means of communication. You are expected to read emails (listserves) from faculty, advisors, program coordinator, etc. and to respond in kind.

If you e-mail your professor, please treat the e-mail as a professional form of communication (i.e. please be specific with the subject line, use appropriate greetings and salutations, and write in complete sentences using appropriate punctuation, spelling, etc.). Also, it is University policy that grades or grading cannot/will not be discussed over e-mail.

You are encouraged to visit with your professor during posted office hours if you have any questions, problems, or concerns. If the posted office hours do not fit into your schedule, please set up an appointment with your professor ahead of time.

Blackboard

Announcements, schedule changes, assignments will be posted on BlackBoard. Students should check this site regularly to stay current with assignments, quizzes, grades, and other relevant material. Be advised that the syllabus and schedule (though possibly combined into one) are two different documents.

Final Grade

It is the student’s responsibility to monitor his/her grade throughout the semester; therefore, the time to express concerns about evaluations (grades) is during the course of the semester, not after final grades are officially posted on-line.

University-Affiliated Activities

If you are participating in a university-affiliated activity, all missed classes, assignments or exams must be cleared or completed BEFORE the date that class, assignments, or exams take place. If you are absent from class, it is your responsibility to obtain the missed material from a classmate. If you believe that you have the potential to miss enough classes (due to university-affiliated activities) to adversely affect your grade, you must set up an appointment at the beginning of the semester, with the professor, to develop a contract and establish a plan for make-up.

Course Sequencing

4 Year Sequence Physical Education

	Fall	Spring
Year 1	HNES 110	HNES 255
Year 2	HNES 211, HNES 254, HNES 256	HNES 257
Year 3	HNES 301, HNES 336, HNES 367	HNES 350, HNES 353, EDUC 451
Year 4	HNES 461, EDUC 481	Student Teaching

4 Year Sequence Health Education

	Fall	Spring
Year 1	HNES 110	
Year 2		HNES 200 or 250, HNES 217, HNES 341

Year 3	HNES 367	HNES 345
Year 4	EDUC 451, EDUC 481	Student Teaching

4 Year Sequence Dual

	Fall	Spring
Year 1	HNES 110	HNES 255
Year 2	HNES 211, HNES 254, HNES 256	HNES 257, HNES 200 or 250, HNES 217, HNES 341
Year 3	HNES 301, HNES 336, HNES 367	HNES 350, HNES 353, HNES 345, EDUC 451
Year 4	HNES 461, EDUC 481	Student Teaching

Transfer Students 3 Year Sequence Physical Education

	Fall	Spring
Year 1	HNES 110, HNES 211, HNES 254, HNES 256	HNES 255, HNES 257
Year 2	HNES 301, HNES 336, HNES 367	HNES 350, HNES 353, EDUC 451
Year 3	HNES 461, EDUC 481	Student Teaching

If you have not completed the prerequisite for a particular course you may write a letter to the HEPE committee requesting admission into said course.

The **letter** should include the following components:

- Introduction/ Explanation of situation -- background information/transfer from/major/GPA/year/etc.
- Statement of request
- Semester by semester plan to complete the program/course requirements successfully
- Conclusion (include contact information)
- Unofficial transcript

Verbal Warning

Meeting Verification Form

Student Name: _____ Date: _____

Course: _____ Semester: _____

Area(s) of Concern:

***Comments:

Instructor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Student's signature indicates that the issues/concerns have been discussed and the student is aware that a "Verbal Warning" has occurred. This does not necessarily indicate that the student agrees with the statements.

Academic: HE/PE Referral Form

Student Name: _____ Date: _____

Course: _____ Semester: _____

Area(s) of Concern (mark all that apply):

***Please comment below on areas of concern

GPA: _____

Grade(s) in Core Course: _____

***Comments:

Instructor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Student's signature indicates that the issues/concerns have been discussed, not necessarily that the student agrees with the statements.

To be filled out by HE/PE Committee

Current Status in HE/PE Program _____ Full-Standing _____ Conditional

Has the student ever been removed from the program (circle one) Yes or No

Referral form # _____

Committee decision on status in the program:

See Attachment for Action Plan (if applicable)

Non-Academic: HE/PE Referral Form

Student Name: _____ Date: _____

Course: _____ Semester: _____

Area(s) of Concern (check all that apply):

***Please comment below on areas of concern

- _____ Attendance
- _____ In-Class Performance
- _____ Class Preparations
- _____ Relationships
- _____ Self-Concept
- _____ Group Work
- _____ Professional Dress/Hygiene
- _____ Emotional Control/Responsibility
- _____ Respect for School, Rules, Policies, & Norms
- _____ Other: _____
- _____ Acceptance of Constructive Feedback
- _____ Verbal Skills
- _____ Ethical Behavior/Role Model
- _____ Sensitivity to Diversity
- _____ Commitment to Teaching
- _____ Professional Development & Involvement
- _____ Communication

***Comments:

Student's Signature: _____

Date: _____

Student's signature indicates that the issues/concerns have been discussed, not necessarily that the student agrees with the statements.

To be filled out by HE/PE Committee

Current Status in HE/PE Program _____ Full-Standing _____ Conditional

Has the student ever been removed from the program (circle one) Yes or No

Referral form # _____

Committee decision on status in the program:

Circle One: Full Standing Conditional Removal

See Attachment for Action Plan (if applicable)

Action Plan Template

Student Name: _____ Date: _____

Course: _____ Semester: _____

Statement of Concern (please attach copy of the signed referral form):

Statement of Objective(s) – future improved behavior:

Intervention Strategies and Activities with Timeline:

Evaluation of Improvement (evidence identified) with Timeline:

Acknowledgement: I have reviewed this document and discussed the contents. It is understood that failure of the student to achieve the stated objectives through the defined strategies in the action plan may result in suspension from the program.

Student Signature and Date

X: _____ Date: _____

Advisor Signature and Date

X: _____ Date: _____

HE/PE Signatures and Date:

X: _____ Date: _____

X: _____ Date: _____

X: _____ Date: _____

X: _____ Date: _____

HE/PE Action Plan Assessment and Recommendation

Student Name: _____ Date: _____

Course: _____ Semester: _____

Statement of Objective(s) (future improved behavior as stated on the action plan)

Evidence Collected/Description:

Recommendation:

Acknowledgement: I have reviewed this document and discussed the contents. My signature means that I have been advised of the contents of this form and does not necessarily imply that I agree with them or the action taken as a result.

Student Signature and Date

X: _____ Date: _____

Advisor Signature and Date

X: _____ Date: _____

HE/PE Signatures and Date:

X: _____ Date: _____

X: _____ Date: _____

X: _____ Date: _____

X: _____ Date: _____