

North Dakota State University

Department of Health, Nutrition, and Exercise Sciences

Health Education and Physical Education
Majors Handbook



Program Coordinator Contact Information

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Table of Contents

HNES Department Contact Information	3
Purpose of the Handbook	4
HNES Department Description	4
HNES Mission Statement	4
General Policies and Procedures	5
Core Courses	6
Application Procedures for HE/PE	7
Application to the School of Education	8
Transfer Policy.....	8
Academic Standards.....	9
Standings in the Program.....	10
Standard Procedure	10
Non-Academic: Professional Behaviors and/or Dispositions	12
Standard Procedures for Non-Academic Reasons	15
Technology, Communication, and Grades	17
Verbal Warning Meeting Verification Form	19
Academic: HE/PE Referral Form	20
Non-Academic: HE/PE Referral Form	21
Action Plan Template	22
HE/PE Action Plan Assessment and Recommendation	23
Program Application	24

Contact Information

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HNES WEBSITE: <http://hnes.ndsu.edu/>

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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, food sanitation, 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 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)

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708.

Program Fee Policy

Full-time students enrolled in HNES 200-level courses (except for HNES 255) and above will be assessed program fees of \$285.00 per semester for a minimum of five semesters. Fees will be pro-rated according to the number of HNES credits that one is enrolled in for students who are not enrolled full time. **No HNES Program fees will be assessed** to students who are student teaching. Program fees will be automatically added to the student's University billing statement. Additional information regarding program fees can be found on-line in the current NDSU Bulletin.

Cohorts within both HE/PE will nominate one student at the beginning of the academic year to represent student interest regarding program fee expenditures. These students will attend HE/PE Committee meetings as needed.

Core Courses

Physical Education:

HDFS 230** or Psych 250**
HNES 110*
HNES 154*
HNES 217*
HNES 254*
HNES 255*
HNES 256*
HNES 301*
HNES 336*
HNES 353*
HNES 350*
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.

School Health Education:

HDFS 135**
PSYC 210**
PSYC 212**
HNES 110*
HNES 217*
HNES 200* of HNES 250*
HNES 341*
HNES 345*
HNES 445*
EDUC 481 HE**

Main Aspects of Pedagogy Core Courses

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 fee purchased wind suits and polo shirts or more 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!

Application Procedures for HE/PE

Application into the program will be completed at the end of HNES 255. However, transfer student's application is due upon entering the program. The application procedure is a two-step process:

Step 1: Prospective student should complete the application form and supporting documents.

Step 2: The student will be notified of the committee's decision via e-mail.

- Applicants with a cum GPA of 2.75 and grades of B or higher in HNES 110 and HNES 255 will be admitted as *full standing*.
- Applicants with a cum GPA of 2.75 and grades below B in HNES 110 and/or HNES 255 will be admitted as *conditional standing*.
- Applicants with a cum GPA of 2.75 but without HNES 110 and/or HNES 255 will be admitted as *conditional standing*.
- Applicants with a cum GPA between 2.0 - 2.74 and grades of B in HNES 110 and 255 will be admitted as *conditional low GPA status*.
- Applicants with a cum GPA between 2.0 - 2.74 and grades below B in HNES 110 and 255 will be denied admission into the program.
- Applicants with a cum GPA of 2.0 - 2.74 and have not yet completed HNES 110 and/or 255 will be denied admission into the program.
- Applicants with a cum GPA below 2.0 will not be accepted.

Note: No single admission requirement has an independent deciding factor on the applicant's acceptance into the program. Exceptions to the requirements can be made on recommendation of the HE/PE Committee. Acceptance is NOT guaranteed simply upon completion of the requirements.

To see a copy of the program application, please see the final page in appendix.

Application to School of Education

Information regarding the application process to the School of Education is found at:

http://www.ndsu.edu/education/teacher_education/

Transfer Policy

All students transferring to NDSU must meet institutional requirements. Students transferring into a HE/PE program must meet admission requirements and apply and be accepted to the program prior to commencing coursework. ***Be sure to visit your specific major requirements.*** Transfer students include:

- Transfer from another institution
- Transfer within this institution
- Addition of a second major

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

Denied Admission to Program

If acceptance into the program is denied, the decision may be appealed (using the process listed below) to the HE/PE Program Coordinator within 10 days of notification.

Appeal Process for Denied Admission to Program

Submit appeal letter, along with any additional documentation that may support the appeal, to HE/PE Program Coordinator via e-mail within 10 days of notification. The letter should include the following components:

- Introduction--background information/major/year/etc.
- Explanation of circumstances that lead to denial (this is the student's opportunity to explain why the original decision to deny the application should be overturned)

- Statement of request
- Student’s plan to assure committee that s/he will be successful in the program
- Conclusion including name and contact information

The program coordinator will call a meeting of the HE/PE Committee to consider the appeal. The decision of the HE/PE committee will be based on a majority rule. Notification of the Committee’s decision will be sent via e-mail within one week of the decision.

Note: If initial application is denied, the student may reapply the following year (i.e. The following February). Reapplication may occur one time only.

Academic Standards

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

Status in Program	Criteria to remain at current status	Failure to meet criteria drops you to this status	Once you have re-met the criteria, your status will be
Full	Cum 2.75 Required grade in core courses Satisfactory dispositions	Probation	Full
Conditional	Cum of 2.75 Required grade in core courses Satisfactory dispositions	Probation if GPA is 2.75 or higher Suspension if GPA is lower than 2.75	Full
Conditional Low GPA	Semester 3.0 Required grade in core courses Satisfactory dispositions	Suspension	Continue Conditional Low GPA if Cum is lower than 2.75 Full if Cum is 2.75 or higher
Probation (Low course grade)	Cum 2.75 Required grade in core courses Satisfactory dispositions	Suspension	Continue probation until low course grade is improved. Full once low course grade has been replaced.
Probation (Low GPA)	Cum 2.75 Semester 3.0 Required grade in core courses Satisfactory dispositions	Suspension	Continue probation until they meet Cum 2.75. Full standing once Cum of 2.75 has been met.

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

Grade Requirements (passing):

- Upon completion of the minimum required grade or better in the identified core courses, students will be accepted in their curriculum guide identified capstone class Health: (HNES 445 and EDUC 481-HE) (Physical Education: HNES 461 and EDUC 481-PE).
- **Courses with an unsatisfactory grade must be retaken.**
- When retaking the class, if the student does not earn the minimum required grade or better for the identified core course s/he will be dismissed from the program *permanently*.
- If the student successfully retakes the course, s/he will be removed from probationary status and considered to be a student in full standing (assuming that no other infractions have occurred).

Standings in the Programs

Full Standing A student will earn full-standing status in the HE/PE program if he or she has earned a B or higher in all identified core courses and has earned a cumulative GPA of 2.75 or higher.

Probation A trial period in which a student is given time to try to redeem an unmet grade requirement or unprofessional conduct. If a student does not meet the grade requirements of B or better in all identified core course(s) or if cumulative GPA is lower than a 2.75, or if the semester GPA is below 3.0, the student is placed on probation until standards for full-standing have, once again, been met. If a student is already on probation, and another infraction occurs the student will be suspended or possibly even removed from the program. In addition, if a student is on probation for not meeting the GPA requirement, s/he must earn a minimum of a 3.0 GPA each semester. If the student does not earn a 3.0 GPA, the student will be suspended or possibly removed from the program permanently.

Suspension from the Program A minimum of one semester in which a student may no longer continue taking core courses in the program (i.e. reinstatement would occur for the semester in which infraction(s) occurred). This time off is given to the student to evaluate his or her dedication to the program. Please see the Standard Procedure for Suspension and Reapplication to the Program listed below.

Removal from the Program A permanent removal in which a student may no longer continue taking core courses in the program. A student may not reapply to the program if they have been permanently removed.

Standard Procedures

Regular Evaluation of Status in the Program

A student's standing in the program will be reviewed at the end of every semester.

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 the following academic year coinciding in which infraction(s) occurred).
- Notification will occur via e-mail from the program coordinator.
- Notification will also be sent to the student's academic advisor(s).
- Students would be 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, reinstatement would occur for fall 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 will have the opportunity to reapply to the program the following semester for possible reinstatement.
- Reapplication must be initiated a minimum of *one month* prior to desired return to the program.
- To reapply 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 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.	Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views.	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. 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.
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	Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts	Contributes ideas and efforts to the group. Comes to meetings prepared and on time.	Promotes group goals by contributing above and beyond expectations. Comes early to help

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.	ideas of others. Relates adequately with others and performs basic group responsibilities.	Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.	facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.
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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 responsibility for his/her emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for his/her emotions and behaviors.	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for his/her emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be accountable and responsible for his/her actions.

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/~~RS~~ 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/~~RS~~ 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 (listservs) 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
Freshman	HNES 110	HNES 255
Sophomore	HNES 254, HNES 256	HNES 154
Junior	HNES 301, HNES 336, HNES 367	HNES 350, HNES 353, EDUC 451
Senior	HNES 461, EDUC 481	Student Teaching

Transfer Students 3 Year Sequence PHYSICAL EDUCATION

	Fall	Spring
Year 1	HNES 110, HNES 254, HNES 256	HNES 255, HNES 154
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 _____ Probationary

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

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

***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 Probationary

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 Probation 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: _____

Health Education and Physical Education Program Application

Directions: Please complete and submit this application form and the items listed below to your HNES 110 instructor. OR submit to:

NDSU Dept 2620, P.O. Box 6050

Attn. Dr. Brad Strand

Bentson-Bunker Fieldhouse 1

Fargo, ND 58108-6050

Applicant's Name _____ NDSU ID# _____

Phone Number _____ E-mail Address _____

Home (Permanent) Address _____

School Address _____

Are you a transfer student? Yes ____ No ____, If yes, have you been accepted to NDSU? Yes ____ No ____

Attach unofficial copy of transcript (transfer students, please attach all transfer transcripts)

Declared Major (check all that apply):

_____ Health Education _____ Physical Education

_____ Signature signifying – read and agree to follow HEPE handbook

For Department Use Only

Semester/Year of Application

Fall ____ Spring ____ 20____

_____ 24 Undergraduate credits

_____ HNES 110 B or better

_____ HNES 255 (PE only students) B or better

_____ GPA

Starting Status:

_____ Full Standing

_____ Conditional

_____ Conditional Low GPA

_____ Denied

Comments:

Signature: _____ Date: _____

Program Coordinator