

**Graduate
Handbook**

**Health, Physical Education,
and Coaching (HPEC)**

2022-2023

Department of HPER

Emporia State University

Emporia, KS

Mission of the Department of Health, Physical Education, and Recreation

The mission of the Department of Health, Physical Education, and Recreation (HPER) at Emporia State University is to prepare quality professionals, facilitate practical and action-based research and scholarly inquiry, and provide cutting-edge and collaborative services. The Department of HPER embraces and promotes lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles.

We succeed in fulfilling our mission to the degree that all of our practices are based on the core values of excellence, leadership, accountability, and service.

Outcomes of the Master of Science Degree Program in HPEC

In relation to the above-stated mission, there are outcomes specific to the Master's of Science degree program in **Health, Physical Education, and Coaching** (HPEC). Students completing this degree program will be able to:

1. **CONTENT:** Enrich knowledge through advanced content that may be applied to professional practices within the disciplines of the HPEC professions.
2. **RESEARCH:** Conduct, analyze, and apply research for the advancement of knowledge and skills related to the disciplines of the HPEC professions.
3. **TECHNOLOGY:** Integrate innovative technological strategies to enhance learning and foster quality HPEC programs and services.

Contact Personnel

Dr. Paul Luebbers: HPER Department Chair - 620.341.5653; pluebber@emporia.edu

Dr. Shawna Shane: Graduate Advisor - 620.341.5848; sshane@emporia.edu

Diane Mangus: HPER Office Manager: 620.341.5926; dmangus@emporia.edu

Department of HPER Graduate Faculty

| Graduate Faculty Member | Rank | Grad Courses Taught |
|----------------------------|---|---|
| Andy Battenfield | Adjunct Graduate Faculty | PE738 |
| Dr. Joan Brewer | Full Professor (Dean of the Teachers College) | PE768, PE868 |
| Dr. Mike Butler | Full Professor | PE738, PE803, PE804, PE865 |
| Dr. Hannah Kipfer | Assistant Professor | PE740, PE858 |
| Bob FitzPatrick | Adjunct Graduate Faculty | PE720, PE858, PE862, PE864 |
| Dr. Tyler Goad | Assistant Professor | PE738, PE835 |
| Dr. Sunnin Keosybounheuang | Assistant Professor | HL710, HL720, HL735, HL820 |
| Dr. Paul Luebbers | Full Professor (HPER Chair) | PE738, PE768, PE840, PE868 |
| Dr. Dennis McCormick | Adjunct Graduate Faculty | PE707 |
| Dr. Erin Blocker | Assistant Professor | PE768, PE840, PE868 |
| Dr. Shawna Shane | Associate Professor (Health Endorsement Program Advisor) | HL720, HL735, HL780, HL800, HL820, HL850, PE868 |
| Dr. Mark Stanbrough | Full Professor | PE707, PE712, PE725, PE768 |
| Dr. Bill Stinson | Professor Emeritus | HL710, HL720, PE762 |
| Dr. Jennifer Thomas | Associate Professor | HL800, HL850 |

Degree Requirements

All requirements for the degree must be completed within a period of seven years from the first enrollment date. This includes any approved transfer courses.

Transfer Credit

- No more than nine semester credit hours may be transferred towards the graduate degree and must be approved by the graduate advisor from the Department of HPER at Emporia State University. These credits must be current and taken within the seven-year timeline for program completion.
- A grade of B or higher must have been earned in all such transfer credits.
- Official transcripts of all transfer work must be on file at the Graduate School prior to submitting a degree plan.

Degree Plan

- A graduate degree plan must be completed by the HPER graduate advisor and filed with the Graduate School at the point when a student has been accepted into the MS in HPEC program. This should contain any accepted transfer courses in it. An approved degree plan must be on file before a student can be admitted to degree candidacy. A copy of the degree plans may be found in Appendix A.

Degree Candidacy

- Degree candidacy is the formal approval for the pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. The following are the requirements for admission to degree candidacy.
 - The student must complete at least nine credit hours of course work at Emporia State University with a GPA of 3.0 or better.
 - A degree plan must be on file with the Graduate School.
 - All probationary requirements must have been removed.

Additional Requirements

- The student must complete the required number of semester hours of graduate-level course work as established by the Department of HPER.
- A minimum of 60% of the credit hours must be earned in courses numbered 700 and above.
- A passing grade (C or higher) must be achieved in all courses taken.
 - Any course in which the student received a grade below C cannot be used to fulfill graduate degree requirements.
- The student must maintain at least a 3.0 GPA average every semester. If they fall below that for one semester, they will be placed on academic probation. If they fall below for a second straight semester, they may be removed from the program.

- The student must be enrolled in at least one semester credit hour during the semester in which the degree is granted.

Intent to Graduate

The student who is preparing to graduate must complete an “Intent to Graduate” form no later than March 1 for summer degree completion, July 1 for fall degree completion, or November 1 for spring degree completion.

How to file an “Intent to Graduate” form:

1. Visit hornet365.emporia.edu
2. Select Students from the left-hand side of the page
3. Scroll down to Graduate School and click on the picture
4. Under the General Information header, select Intent to Graduate
5. Enter your username and password and select Login
6. Select a Term-Simply click submit here-Do NOT change anything in the dropdown
7. Select the radio button next to the program you are completing
8. Select a Graduation Date from the drop-down
9. Select a Ceremony Attendance radio button
10. Select or Create a Name for Diploma
11. Select or Create a Mailing Address for your diploma
12. Click Submit Request after completing the form.

Academic Load

- A graduate student enrolled in nine or more credit hours in a given semester is considered a full-time student.
- A maximum load for a graduate student during the Fall and Spring semesters is 16 credit hours. The maximum academic load for a graduate student during the Summer semester is 12 credit hours.

Required Courses for the Master’s Degree in HPEC

Required Courses:

- PE 707 – Applied Psychology in Health, Sport and Movement Sciences (3 hrs)
- PE 738 – Advanced Technology in HPEC (3 hrs)
- PE 768 – Advanced Exercise Physiology (3 hrs)
- PE 858 – Ethics in HPEC and Sport (3 hrs)
- PE 865 – Statistics in HPEC (3 hrs)
- PE 868 – Research Problems in HPEC (3 hrs) OR PE 869 – Thesis (5 hrs)

Elective Courses for the Master's Degree in HPEC

Elective courses are required within the Master's degree program. The option the student chooses is the determining factor in the number of credits of elective courses needed. If the student chooses the non-thesis option, then the student is required to enroll in 15 credits of elective courses. If the student chooses the thesis option, then the student is required to enroll in 12 credits of elective courses.

Interest Areas

If the student is interested in ***teaching physical education***, then the following elective classes may appeal to the student:

PE 712 – Sport and Exercise Psychology
PE 715 – History of Politics in Sport
PE 720 – Assessment in K-12 Physical Education
PE 740 – Legal Issues in HPEC
PE 745 – Leadership in HPEC
PE 762 – Analysis of Teaching and Coaching
PE 803 – Motor Learning
PE 804 – Biomechanics
PE 835 – Teaching Online Health and Physical Education
PE 862 – Instructional Innovations in Physical Education

If the student is interested in ***teaching health education***, then the following elective classes may appeal to the student:

HL 710 – Advanced Critical Issues in Health
HL 720 – Curriculum Development in Health Education
HL 735 – Instructional Strategies in Human Sexuality Education
PE 740 – Legal Issues in HPEC
PE 745 – Leadership in HPEC
HL 780 – School Health Issues and Trends
HL 800 – Applied Risk Behavior Education and Strategies
HL 820 – Instructional Methods in Health Education
PE 835 – Teaching Online Health and Physical Education
HL 850 – Wellness Concepts and Prevention Strategies

If the student is interested in the ***social/psychological/coaching aspects of sport***, then the following elective classes may appeal to the student:

PE 715 – History of Sport and Politics
PE 725 – Art and Science of Coaching
PE 740 – Legal Issues in HPEC
PE 745 – Leadership in HPEC
PE 762 – Analysis of Teaching and Coaching
PE 840 – Exercise Metabolism
PE 864 – Sociology of Sport

If the student is interested in the ***exercise science/wellness aspects***, then the following elective classes may appeal to the student:

PE 740 – Legal Issues in HPEC

PE 803 – Motor Learning

PE 804 – Biomechanics

PE 840 – Exercise Metabolism

HL 850 – Wellness Concepts and Prevention Strategies

Course Descriptions

A listing of all HPEC graduate-level courses may be found in Appendix B of this handbook.

Student Services

ESU Bookstore

HPEC graduate students may view and order textbooks by going to the following website: [Barnes and Noble ESU Bookstore](#).

Technology Assistance

Emporia State University provides extensive technical support to ESU faculty and students. Contact information can be found at <http://www.emporia.edu/it/help/> or by calling 620-341-5555, or 877-341-5555.

Transcripts

Transcripts can be ordered at <https://www.studentclearinghouse.org>. Transcripts are restricted to either electronic or mail delivery. If you have any questions, email recordsroom@emporia.edu

Financial Aid

The Office of Student Financial Aid offers financial assistance to students through grants, part-time employment, and low-interest government loans. Academic scholarships are awarded through the University Scholarship Office. Contact the financial aid office at 620-341-5457 or outside Emporia at 1-800-896-0567 with questions.

Course Registration

Registration for courses typically occurs at two distinct times. Registration for summer and fall classes begins around mid-March. Registration for spring classes begins around mid-October. Students will only be able to enroll in graduate classes up to the end of the second week of class during the Fall/Spring semester or at the end of the first week of summer school classes if space is available and upon instructor approval.

Incomplete Grades

The grade of “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work. The student is expected to make up the incomplete work as soon as possible during the following semester.

With the exception of the graduate research (Masters Project or Thesis), all incomplete work must be finished by the end of the following full semester. Summer sessions are not considered a full semester for purposes of this deadline. Students who do not complete the unfinished work by the end of the following semester will have a grade of “F” entered on the transcript and will be required to re-enroll to earn credit for the course.

Academic Dishonesty Policy

(refer to section **3D.0801 of the University Policy Manual** for full policy)

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating, plagiarism, or any other academically unethical activity as defined in the course syllabus by the faculty member and based on standards of the academic discipline.

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. If the student fails the course as a result of academic dishonesty, a course grade of XF may be assigned by the instructor of record to the student’s transcript to indicate the failure in the course was due to academic dishonesty, provided the Academic Dishonesty Committee authorized the “X” part of the grade as outlined below.

Departments, schools, and colleges, or the university may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program.

The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section **4E.1406 of the University Policy Manual**.

A faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs will notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs may impose additional penalties, including expulsion of the student from the University.

The student has the right to appeal the charge of academic dishonesty. The process for appeal may be found in the *ESU Student Handbook*.

Graduate Student Dispositional Concerns

Any member of the HPER graduate faculty may file a graduate dispositional concern on a currently enrolled graduate student using the *Graduate Student Dispositional Concern Report Form*. This form may be found in Appendix C of this handbook. This form provides a HPER graduate faculty member the mechanism to identify any graduate student who has exhibited academic concerns or lack of ethical behavior. These concerns may be such things as, but are not limited to, plagiarism, consistently late work, poor work quality, unprofessional attitudes, cheating, disrespectful behavior, and/or low GPA. The faculty member has the option of including an improvement contract as an attachment to the disposition form.

The Dispositional Concern Report Form (and improvement contract if included) is signed by the faculty member who filed it, the HPER department chair, the HPER graduate advisor, and the chair of the HPER graduate committee. Electronic signatures are permitted. A copy of the signed form is filed by the HPER graduate committee chair on the HPER SharePoint information repository and a copy is sent to the student.

Potential consequences are created if the student accrues multiple dispositional concerns and/or the student fails to comply with the terms of an improvement contract if one was included with a disposition. The consequences will be determined by a special committee comprised of all faculty who signed off on one (or more) of the dispositions. These consequences are similar in nature to those specified by ESU policy with respect to academic dishonesty. To be specific, the consequences may range from a failing grade on an assignment to a failing grade in a class, or for more egregious concerns, dismissal from the HPEC graduate program.

Appendix A
Master of Science in HPEC Degree Plan (NON-THESIS)
Emporia State University

Required/Core Classes: 18 credits

| Course Title and Number | Grade | Semester | Substitution |
|--------------------------------------|--------------|-----------------|--|
| PE 707: Applied Psychology in HPEC | | | |
| PE 738: Advanced Tech in HPEC | | | |
| PE 768: Advanced Exercise Physiology | | | |
| PE 858: Ethics in HPEC | | | |
| PE 865: Statistics in HPEC | | | |
| PE 868: Masters Project | | | Only in spring and fall; never summer |

Electives: 15 credits of electives are required.

| Elective Courses | Grade | Semester | Substitution |
|---|--------------|-----------------|---------------------|
| PE 712: Sport and Exercise Psychology | | | |
| PE 715: History of Politics in Sport | | | |
| PE 720: Assessment in K-12 Physical Education | | | |
| PE 725: Art and Science of Coaching | | | |
| PE 740: Legal Issues in HPEC | | | |
| PE 745: Leadership in HPEC | | | |
| PE 762: Analysis of Teaching and Coaching | | | |
| PE 803: Motor Learning | | | |
| PE 804: Biomechanics | | | |
| PE 835: Teaching Online Health and PE | | | |
| PE 840: Exercise Metabolism | | | |
| PE 862: Instructional Innovations in PE | | | |
| PE 864: Sociology of Sport | | | |
| HL 710: Advanced Critical Issues in Health | | | |
| HL 720: Curriculum Development in Health Ed | | | |
| HL 735: Instructional Strategies in Sex Education | | | |
| HL 780: School Health Issues and Trends | | | |
| HL 800: Applied Risk Behavior Ed and Strategies | | | |
| HL 820: Instructional Methods in Health Education | | | |
| HL 850: Wellness Concepts and Prev. Strategies | | | |

Master of Science in HPEC Degree Plan (THESIS) Emporia State University

Required/Core Classes: 20 credits

| Course Title and Number | Grade | Semester | Substitution |
|--------------------------------------|-------|----------|--------------|
| PE 707: Applied Psychology in HPEC | | | |
| PE 738: Advanced Tech in HPEC | | | |
| PE 768: Advanced Exercise Physiology | | | |
| PE 858: Ethics in HPEC | | | |
| PE 865: Statistics in HPEC | | | |
| PE 869: Thesis (5 credits) | | | |

Electives: 12 credits of electives are required.

| Elective Courses | Grade | Semester | Substitution |
|---|-------|----------|--------------|
| PE 712: Sport and Exercise Psychology | | | |
| PE 715: History of Politics in Sport | | | |
| PE 720: Assessment in K-12 Physical Education | | | |
| PE 725: Art and Science of Coaching | | | |
| PE 740: Legal Issues in HPEC | | | |
| PE 745: Leadership in HPEC | | | |
| PE 762: Analysis of Teaching and Coaching | | | |
| PE 803: Motor Learning | | | |
| PE 804: Biomechanics | | | |
| PE 835: Teaching Online Health and PE | | | |
| PE 840: Exercise Metabolism | | | |
| PE 862: Instructional Innovations in PE | | | |
| PE 864: Sociology of Sport | | | |
| HL 710: Advanced Critical Issues in Health | | | |
| HL 720: Curriculum Development in Health Ed | | | |
| HL 735: Instructional Strategies in Sex Education | | | |
| HL 780: School Health Issues and Trends | | | |
| HL 800: Applied Risk Behavior Ed and Strategies | | | |
| HL 820: Instructional Methods in Health Ed | | | |
| HL 850: Wellness Concepts and Prev. Strategies | | | |

Appendix B

Course Descriptions – HPEC Graduate Classes Emporia State University Emporia, KS

PE 707. Applied Psychology of Health, Sport, and Movement Science – 3 credits

This course is designed to study the psychological aspects of exercise behavior and sport/athletic participation. Specifically, the areas of motivation, stress, peak performance, group dynamics, and psychophysiological changes in exercise and sport will be examined.

PE 712. Sport and Performance Psychology – 3 credits

This course is designed to study sport psychology and will focus on athletes as well as other performance domains under practice and competitive conditions. The emphasis of the course will be developing mental skills through mental drills on achieving the proper arousal zone, goals, positive self-talk, imagery, and focus. An additional emphasis will be placed on the practical application of mental skills to develop mental plans to promote a flow mindset.

PE 715. History of Sport and Politics – 3 credits

This course is a study into the aspects in which politics have historically influenced sports. Examination of this political influence as it relates to such topics as race, gender, human rights, economics, media, and the Olympics will occur.

PE 720. Assessment Strategies for K-12 Physical Education – 3 credits

This course provides practicing physical educators with the tools to develop and utilize assessment strategies for the improvement of student learning.

PE 725. The Art and Science of Coaching – 3 credits

This course is designed to enhance coaching effectiveness through an applied approach. Various coaching methods and training techniques will be examined with regard to the NASPE National Standards for Sport Coaches. Attention will be given to developing a periodized training program specific to a sport of interest to the student.

PE 738. Advanced Technology in HPEC – 3 credits

This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in physical education, health, and sport. This course will include computer basics, using general productivity software for physical education tasks, physical education-specific software programs, and exercise equipment technology.

PE 740. Legal Issues in HPEC – 3 credits

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the law and its legal and ethical implications on professionals in

physical education, wellness, fitness, and sport. It includes, but is not limited to a review and examination of legal terminology, concepts, negligence and practices as they relate to such issues as programming, personnel, participants, spectators, facilities, equipment, accessibility, culture, environment, and risk management.

PE 745. Leadership in HPEC – 3 credits

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the science and art of leadership principles, theories, characteristics, styles, values, skill application, effectiveness, and assessment. Leadership will be considered and probed as it applies to individuals, groups, and organizations. This course has a strong wellness, physical education, and sport and fitness orientation.

PE 762. Analysis of Teaching/Coaching – 3 credits

This course is designed to provide the students with the knowledge, skills and tools to effectively evaluate the teaching/learning process in physical education and coaching. Specifically, the course will examine the need for and process of systematic observation and analysis of instruction.

PE 768. Advanced Exercise Physiology – 3 credits

The purpose of this course is to provide coaches, physical educators, and others who are concerned with the human body's response to exercise with experiences and opportunities to gain advanced knowledge of selected physiological principles.

PE 803. Motor Behavior – 3 credits

This course is designed to help students gain knowledge of how humans acquire motor skills. Current theory will be examined and factors that affect the speed and quality of learning including practice and feedback will be considered. Students will explore practical applications in terms of teaching and coaching.

PE 804. Biomechanics – 3 credits

This course is designed to help students gain knowledge about the physics of human movement in the context of sports skills. Information on how the nervous system controls the musculoskeletal system to create movements will be addressed.

PE 835. Teaching Health and Physical Education Online – 3 credits

This course is designed to develop, analyze, and evaluate the technology, methods and approaches to teach health and physical education online. The students will explore best practices related to online instruction generally and, specifically to health and physical education. Emphasis is placed on the development of health and physical education content instructional strategies to teach PreK-12 online.

PE 840. Exercise Metabolism – 3 credits

This course will provide students with the principles of biochemistry and metabolism as they pertain to the production and utilization of energy in the human. Attention will be given to acute metabolic responses during exercise and chronic adaptations due to exercise training. In addition, the metabolic adaptations of skeletal muscle contractile function due to training will be discussed.

PE 858. Ethics in HPEC and Sport – 3 credits This course is designed to develop and promote critical thinking and decision-making skills through the examination of moral values and principles, ethical decision-making, diversity awareness, and accepted social behavior related to HPEC and sport.

PE 862. Instructional Innovations in Physical Education – 3 credits

Examination and discussion of physical education curriculum, as well as innovations in teaching methods/strategies for physical education programs

PE 864. Sociology of Sport – 3 credits

This course is designed to study the impact of society on contemporary sport. Specifically, the course identifies issues and controversies associated with sport and challenges critical and practical examination of current sport concerns and trends.

PE 865. Statistics in HPEC – 3 credits

This course is designed to provide a basic understanding of statistics to graduate students in HPEC. This includes how to design an experiment and analyze and interpret the data. This should help HPEC professionals be more effective regarding assessment in HPEC.

PE 868. Research in HPEC – 3 credits

(Prerequisite, PE 865: Statistics in HPEC) This course is designed to allow the graduate student to pursue a well-defined research interest in an HPEC or sport discipline. This course is considered the capstone course of the master's degree program.

PE 869. Thesis – 5 credits

(Prerequisite, PE801: Directed Readings) For a master's degree in HPEC. An independent research project designed in consultation with and approved by a graduate faculty advisor. The study to investigate a specific problem culminating in a bound paper and oral presentation, both of which demonstrate the student's ability to conduct creative and productive research.

HL 710. Advanced Critical Issues in Health – 3 credits

This health knowledge-based course for health educators will focus on tools and strategies to use with individuals in educational settings for enhancing their health knowledge and behavioral lifestyle motivations will also be presented as part of the course's approach to the pursuit toward optimum health.

HL 720. Curriculum Development Health Education – 3 credits

This course will examine health education curriculum in regards to various pro-active skills and strategies which enhance the success of health educators/professionals in reaching this population of students. There is an emphasis on the critical lifestyle choices that are made and patterns of behavior that are established by adolescents which affect their immediate future health.

HL 735. Instructional Strategies in Human Sexuality Education – 3 credits This course will provide instructional strategies in the various areas of human sexuality

education. The course will also focus on terminology, legal issues, cultural differences and relationships as they apply to human sexuality education. This course is most appropriate for those who teach at the K-12 grade levels.

HL 780. School Health Issues and Trends – 3 credits

This course is the application of current school health instruction with an emphasis on curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments, and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement, and an increased awareness on global diversity.

HL 800. Applied Risk Behavior Education and Strategies – 3 credits

This course provides an opportunity for identification and analysis of current issues and trends as applied to the risk behaviors that cause health problems, as cited by research related to the field of health education. Emphasis is placed on basic concepts, teaching strategies, debating current health issues, and writing and defending topic viewpoints.

HL 820. Instructional Methods of Health Education – 3 credits

This course is the application of current school health instruction with an emphasis on curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments, and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement, and an increased awareness on global diversity.

HL 850. Wellness Concepts and Prevention Strategies – 3 credits

This course is designed to identify the various factors influencing health decisions and behaviors. The development of strategies for effective use of health information and research in educational settings is discussed.

Appendix C

Graduate Student Dispositional Concern Report Form

Department of Health, Physical Education, and Recreation
Emporia State University
Emporia, KS 66801

This form is to be used to report a graduate student who has exhibited academic concerns or a lack of ethical behavior. Please report only one student on this form. Additional forms may be used if needed for other students. The faculty member who files the dispositional concern form may attach a contract for improvement if it is deemed appropriate. The faculty member who files is responsible for collecting the required signatures. The chair of the HPER Graduate Committee is responsible for filing a copy for archival purposes in the HPER Graduate Committee folder in the HPER SPD.

Graduate student's name: _____

Faculty member filing concern: _____

Course number/name: _____

Semester: _____ Date filed: _____

Identify the exhibited academic concern. More than one concern may be identified:

- Plagiarism
- Consistently late work
- Poor work quality
- Unprofessional attitude
- Cheating

Comments related to identified concern (*evidence may be submitted*):

Suggested consequences or improvement ideas:

Required signatures (electronic signatures are permitted):

Faculty member who filed the disposition:

HPER Department chair

HPER Graduate Advisor

Chair of HPER Graduate Committee
