

Public Health Education—Student Professional Dispositions

Department of Health Promotion and Physical Education, KSU

The Professional Dispositions below will be used to review each student during/or at the completion of each course in the PHE Minor and Major Programs. Upon review of student’s Professional Dispositions, recommendations and interventions, if warranted, may be devised in order for the student to successfully be admitted to as well as complete the PHE Program.

Dispositions Rating Form

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| Student Name: _____ | Course and Semester: _____ |
| Instructor: _____ | Final Course Grade: _____ |
| <u>Disposition:</u> | <u>Rating and Comments:</u> <i>L1 = Unsatisfactory L2 = Marginal L3 = Acceptable L4 = Proficient</i> <i>N/O = Not Observed N/A = Not Applicable</i> |
| Class Attendance | |
| Class Preparation | |
| In-Class Performance | |
| Engages in Respectful and Productive Relationships and Interactions with Instructors | |
| Engages in Respectful and Productive Relationships and Interactions with Peers | |
| Respect for University, Departmental, Program, Organizational Rules, Policies, and Norms | |
| Communication | |
| Additional Comments and/or Concerns | |
| Recommendations/Strategies/Actions for Improvement and/or to Address Student Deficiencies | |

Dispositions Rating Rubric

| UNSATISFACTORY (L1) | MARGINAL (L2) | ACCEPTABLE (L3) | PROFICIENT (L4) |
|--|---|--|---|
| Class Attendance | | | |
| Exhibits a pattern of tardiness and/or absence. Fails to contact instructor(s) to make arrangements for missed work. Does not provide reason for class absences or tardiness. May result in disruptions to class by arriving late. | Exhibits a pattern of tardiness and is occasionally absent. Fails to contact instructor(s) to make arrangements for missed work. Does not provide reason for class absences or tardiness. May result in disruptions to class by arriving late. | Occasionally is absent and/or tardy from class. Attempts to notify instructor if going to be absent and/or late, or contacts instructor immediately following absence. | Consistently attends class and is on time. Regularly notifies instructor in advance or arranges to meet instructor following an absence. Provides reason and/or documentation for absence and/or tardiness. |
| Class Preparation | | | |
| Course related assignments/activities are not submitted or submitted late. Assignments are incomplete with little attention to quality or understanding of course concepts. Work demonstrates no or very minimal understanding of basic course concepts. | Course assignments/activities usually completed though may not be always turned in on time or fully complete or correct. Work demonstrates minimal understanding of basic course concepts. | Course assignments/activities completed on time and with accuracy. Work demonstrates basic knowledge of critical course concepts. | Course assignments/activities are completed with attention to detail and a refined understanding of critical course concepts. Work demonstrates evidence of effort and time to complete task. |
| In-Class Performance | | | |
| Consistently inattentive in class or engaged in “other” activities unrelated to class. Not engaged in class discussions and/or activities. May be a distraction to others in the class. | Occasionally inattentive in class. Seldom engaged in class discussions and/or activities. | Attentive and engaged in class discussions and/or activities. Does not distract others in the classroom. | Actively and consistently engaged and interested in class activities. Demonstrates necessary preparation for class, including reading of assigned material and completion of any assignments. |
| Engages in Respectful and Productive Relationships and Interactions with Instructor(s) | | | |
| Rarely, if at all, interacts with course instructor. Demonstrates little or no interest in course related assignments and/or activities. Does not respond accurately to questions posed by instructor when called upon. Demonstrates little or no respect for the instructor. Demonstrates little or no awareness or acknowledgement of instructor’s role and responsibility in meeting course objectives. Disregards the instructor’s role as a professional in the discipline. | Minimally interacts with course instructor. Demonstrates minimal interest in course related assignments and/or activities. Occasionally responds accurately to questions posed by instructor when called upon. Demonstrates minimal level of respect for instructor. Demonstrates minimal awareness or acknowledgement of instructor’s role and responsibility in meeting course objectives. Shows minimal regard toward the instructor’s role as professional in the discipline. | Interacts regularly with course instructor when necessary. Demonstrates an adequate interest in course related assignments and/or activities. Often responds accurately to instructor’s questions when called upon. Demonstrates appropriate level of respect for instructor. Demonstrates an awareness and acknowledgement of instructor’s role and responsibility in meeting course objectives. Shows regard toward the instructor’s role as a professional in the discipline. | Interacts frequently with course instructor. Is genuinely interested in course related assignments and/or activities. Consistently responds with accuracy to instructor’s questions when called upon and volunteers to respond to instructor’s questions. Demonstrates a genuine and high level of respect for instructor. Demonstrates a clear understanding and acknowledgement of instructor’s role and responsibility in meeting course objectives. Shows consistent regard toward the instructor’s role as a professional in the discipline. |
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| UNSATISFACTORY (L1) | MARGINAL (L2) | ACCEPTABLE (L3) | PROFICIENT (L4) |
|--|--|---|--|
| Engages in Respectful and Productive Relationships and Interactions with Peers | | | |
| Only works with friends and acquaintances. Rarely interacts with others. Main concern appears to be for self with little concern for others. In group work, puts forth minimal effort and often fails to meet tasks and/or assignment. Attendance at group meetings is inconsistent or absent. May be a roadblock for assignment completion. | Works with others if required by the instructor. Is minimally aware of needs of others. In group work, does not make significant contributions to the group assignment. Attends group meetings periodically but inconsistently. Accepts ideas and interactions of others in the group with little input. | Interacts with others in a respectful manner. Demonstrates awareness of others' needs. In group work, considers others input and accepts responsibility. Regularly attends group meetings. Relates adequately with others and performs group responsibilities. Promotes group cohesiveness and success. | Consistently seeks opportunity to work with others. In group work, consistently seeks feedback and is fully engaged. Demonstrates a genuine concern for others. Listens carefully to others and respects their views. Contributes ideas and efforts to the group. Regularly facilitates group meetings and is well prepared. Is always on time for meetings. Encourages and utilizes ideas from all. Demonstrate leadership role to meet assignment tasks. |
| Respect for University, Departmental, Program, Organizational Rules, Policies, and Norms | | | |
| Unaware of University, Departmental, Program, and/or Organization's rules and policies. Often shows disregards toward known policies. Seeks exceptions or tries to circumvent established rules. | Aware of some University, Departmental, Program, and/or Organizational rules and policies. Follows rules only when convenient or when being monitored by peers or instructor. | Acknowledges and adheres to University, Departmental, Program, and/or Organizational rules and policies. Accepts reminders or consequences for breaches of rules or policies. Does not attempt to circumvent established rules. | Acknowledges and consistently adheres to University, Departmental, Program, and/or Organizational rules and policies. Encourages others to respect the rules and policies. Always accepts personal responsibility for following designated rules and policies. |
| Communication | | | |
| 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/phrases, such as "okay" or "like"). | Sometimes uses incorrect grammar in oral and/or written communication. Uses language that is offensive when thinks with peers only. Sometimes uses distracting language. | Uses correct grammar in oral and/or written communication. Communication is generally free of offensive or inappropriate language. Usually uses language to express ideas effectively regardless of who is the listener. | Oral and written communication patterns and behaviors are effective and well-articulated. Grammar is correct and demonstrates high level of proficiency. Language usage is conventional and respectful to others. |

PHE Professional Dispositions Scoring Guide: The minimal acceptable level on the Disposition Rubric is “L3 – Acceptable.” If a PHE Minor/Major is rated as a “L2 – Marginal” on any component of the Disposition Rubric in a course (either during or at the conclusion of a course as warranted), the course instructor notifies the PHE Program Coordinator and student. The course instructor then meets with the student and PHE Program Coordinator (if necessary), to determine how to improve performance in the current (if applicable) and future courses. If a PHE Minor/Major is rated as a “L1 – Unsatisfactory” on any component of the Disposition Rubric, a formal remediation plan is developed in consultation with the PHE faculty member, academic advisor (if applicable), PHE Program Coordinator, and the student for the following semester. The student may not be formally admitted to nor progress in the program until the remediation plan is completed and disposition concerns are effectively and consistently addressed.