

# Mayville State University

## HPER 310, Foundations and History of Health, PE and Sport

Online, Spring 2025  
2 Semester Hours/Credits

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### Course and Instructor Information

**Instructor Name:** Elora Passa

**Contact Information:** Fieldhouse 108 B, elora.passa@mayvillestate.edu, 701-261-3953

**Hours of Availability:** M-F 8am-3pm

**Instruction Mode:** online asynchronous

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and Location:** N/A

### How to address your instructor

Elora, Coach Passa, Miss Passa

### Course Description

An introduction to physical education and athletics, as a profession, including a study of history and principles underlying the formation of programs within physical education and athletics. The relationship of physical education to general education is given special attention.

**Pre-/Co-requisites:** No Pre-/Co-requisites required.

### Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to **Health and** Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Demonstrate Disposition & Professional Behaviors
2. Know the importance of becoming an active professional and learn to contribute to the growth of Physical Education, Exercise Science and Sport (PEEXSPT)
3. Develop an understanding of the history of PEEXSPT and understand the continuing growth of physical education, exercise science, and sport fields.
4. Demonstrate a knowledge base of the major dimensions of PEEXSPT
5. Research the expansion of career opportunities in physical PEEXSPT

### Standards Alignment (Health Education Program Approval Standards-ND ESPB):

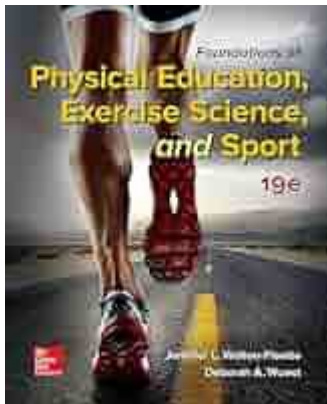
- 18015.1 Content Knowledge-Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas.
- 18015.1 Content Knowledge-Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.

## Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

## Required Materials and Technologies

*Foundations of Physical Education, Exercise Science, and Sport 19th Edition* by Jennifer Walton-Fisette & Deborah Wuest



## Course Expectations

### Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

- You are accountable for all academic communications sent to their MSU email address.
- Actively participating with others is a must in this course.
- You will communicate with instructor via email or phone and scheduling meeting times if necessary.
- Check your email, DAILY. I use this and announcements to communicate if needed.
- Emails sent to the instructor are welcomed any weekday. Instructor will respond if a response is necessary within 24-48 hours or sooner unless a weekend or holiday.
- Blackboard will be utilized, must check announcements, assignments, frequently.

## Method of Evaluation/Grading

- Meeting deadlines is essential to have the opportunity to earn full credit. It is your responsibility to contact the instructor prior to the assignments due date if you are having a problem finishing an assignment.
- Your participation in the class activities, collaborative learning, discussions, etc. may affect your grade either negatively or positively.
- There will not be make-up exams unless it is arranged prior to the exam.
- Quizzes and exams cannot be made up if not communicated prior.

- Failure to complete assignments/exams will affect your grade. Late work will only be accepted for up to 50% credit.

### Instructor/Student Communication

- 1) You are accountable for all academic communications sent to their MSU email address.
- 2) You will communicate with instructor via email or phone and scheduling meeting times if necessary. Check your email, DAILY.
- 3) Emails sent to the instructor are welcomed any weekday. Instructor will typically respond if a response is necessary within 48 hours or sooner unless a weekend or holiday.
- 4) Blackboard will be utilized, must check announcements, assignments, frequently.

### Assignments and Assessments

The completion of all assignments and assessments is required.

- **Readings & questions**
- **Collaborative learning**
- **Article Reviews**
- **Writing format:** *You are expected to use size 12 font, Times New Roman, double spaced, APA formatting for all assignments. Please follow all rubrics and directional cues regarding each assignment.*
- **Professional Philosophy paper**
  - *Rough draft*
  - *Final draft*
- **Collaborative research presentation**

### Attendance/Participation Policies

Meet the FINAL deadlines (listed below), be active on blackboard, check announcements/emails, participation is assessed by your activity in blackboard. I can see when the last time you logged in, so I will send friendly reminders, if needed.

### Grading Scale

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: Below 59

Breakdown of Grades

### Course Timeline/Schedule

<b>Assignments/Tasks</b> <b>(subject to change)</b>	<b>Points</b>
<i>Chapter 1 Reading &amp; Questions</i>	25
<i>Chapter 2 Reading &amp; Questions</i>	25
<i>Chapter 3 Reading &amp; Questions</i>	25
<i>Chapter 4 Reading &amp; Questions</i>	25
<i>Chapter 8 Reading &amp; Questions</i>	25

Chapter 11 Reading & Questions	25
Chapter 12 Reading & Questions	25
Chapter 15 Reading & Questions	25
Organization Research Presentation	100
5 Article Reviews	100 (20 ea.)
Professional Philosophy Paper	100
<b>March 10-14</b> <b>SPRING BREAK</b> 🌻🔒👉🌴🌺💰	

*This is tentative and subject to change.*

## Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

## Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

## Proctor Notification

No proctors are required for this course.

## Important Student Information

**Instructions:** In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty

- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include zoom, discussion forms, Blackboard assignments.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO 1: Through demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness**
- **SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline-specific population engagement and learning**

**The following SLOs/Professional Standards will be mastered in this course:**

SLOs/Professional Standards	Mastery Assignment
SLO 1 /PE, SM, FitWell, Health	Introductory
SLO 3 /PE, SM, FitWell, Health	Introductory