Mayville State University

HPER 476S: Comprehensive Review/Exam - Health Education-27904

Fall 2025
1 Credit

Course and Instructor Information

Instructor Name: Isaac Thompson

Contact Information:

Office: FH 131

Email: Isaac.Thompson.3@mayvillestate.edu

Hours of Availability:

I am in the office from 8am-3pm. You are welcome to come by my office between these
hours. If I am not in my office, please email me and inquire about a time to meet in person if needed.

Instructional Mode: Online Asynchronous

Course Dates: August 25 – December 19. 2025

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

Meeting Times and/or Location: We will Meet early in the semester (Fieldhouse 142) / Meeting time will be communicated by students Mayville State Email

Final Exam Time and Location: Have Exam Done by 12/19/25

Zoom or Teams Link

Course Materials and Technologies

Required

Computer – With reliable internet connection; web browser – Firefox or Google Chrome (Safari and Edge/ Internet Explorer should not be used) and access to Blackboard

Recommended

- Microsoft Excel – Making it easier to track and add hours worked in your community service

Use of Artificial Intelligence in this Course

Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

Course Description

This course fulfills LEAP requirements and must be completed through Mayville State University. HPER majors are required to satisfactorily pass a comprehensive examination for the Health Education major. This course is designed to provide a comprehensive review of material that will be covered on the exit

examination and will provide documentation for the completion of this graduation requirement. S/U
Grading. Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

Upon completion of this course, the student will, as aligned to Health Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

• Show that they have met each standard within the field that they are majoring in.
• Show a basic knowledge of the standards set by each category listed below
• Develop a series of artifacts that prove student competence

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.
- 18015.1 Content Knowledge-Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- 18015.1 Content Knowledge-Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- 18015.2 Planning-Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.
- 18015.2 Planning-Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
- 18015.2 Planning-Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- 18015.2 Planning-Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
- 18015.2 Planning-Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.
- 18015.2 Planning-Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- 18015.3 Implementation-Component 3.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
- 18015.3 Implementation-Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- 18015.3 Implementation-Component 3.c: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
- 18015.3 Implementation-Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.

- 18015.3 Implementation-Component 3.e: Candidates reflect on student learning outcomes and instructional practices and adjust lessons to meet the diverse needs of all learners.
- 18015.4 Assessment-Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
- 18015.4 Assessment-Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- 18015.4 Assessment-Component 4.c: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.
- 18015.5 Professionalism-Component 5.a: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
- 18015.5 Professionalism-Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- 18015.5 Professionalism-Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- 18015.5 Professionalism-Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- 18015.5 Professionalism-Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
- 18015.5 Professionalism-Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

Course Expectations

Students are required to complete all assignments as described in this syllabus on time and submit their work via blackboard Instructor/Student Communication

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.
The best way to contact the instructor is via e-mail. If you contact me via e-mail between the hours of 9:00 am and 4:00 pm, you can expect a response within 24 hours. I may not respond to communication that occurs outside of those times until 9:00 am on the next school day. Any exceptions to this will be posted in the Course Announcements.

Assignments and Assessments

Comprehensive Exam: The comprehensive exam must be taken before the end of the semester. It is a lengthy exam, usually taken over multiple days, so students should plan accordingly. Review material will be posted later in the semester, and students must schedule time(s) to take the exam with the professor.

Volunteer Hours/Log: Fifteen (15) hours of service learning (volunteer work) is required from each student. Students are responsible for seeking out volunteer opportunities. A journal/logbook detailing the student's work experience, and responsibilities must be kept and submitted before the end of the semester.

Resume: Students will complete a formal resume. The instructor is available for any feedback needed

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to complete this assignment.

CPR Recertification: Students must re-certify in CPR before the end of the semester. Details of how this can be done will be available later in the semester.

NOTE: The above assignment load is subject to change, depending on situations that may arise before the end of the semester All written assignments should be free from grammatical/spelling errors. When citations are needed, please use APA Style formatting.

Evaluation and Grading

Grading Policies

➢ Points and/or grades may be awarded for any/all work assigned and submitted.
➢ All work submitted must be of upper-level college quality to be acceptable for grading.

Attendance/Participation Policies

Regular attendance and active participation on blackboard are expectations in the course

Grading Scale

This class is pass/fail. Satisfactory completion of all assignments and a cumulative passing score on the comprehensive exam will result in the student passing the class.

Breakdown of Grades

Satisfactory completion of all assignments and a cumulative passing score on the comprehensive exam will result in the student passing the class

Enrollment Verification

On-Campus Course Statement

We Will Meet within the first two weeks of the semester, Please stay up to date with your Mayville State Email for communication about meeting times

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Help & Resources for Students 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:

Mayville State University

- ✓ 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)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor

➢ Satisfactory completion of all assignments and a cumulative passing score on the comprehensive exam will result in the student passing the class.

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.