

HPER 233 Individual Fitness

Spring, 2025

2 Semester Hour/Credit

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 8:00 AM-3:00 PM

Instruction Mode: online asynchronous

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

Meeting Times and Location: Blackboard LMS

Course Description

The course emphasizes developing personal lifestyle changes that promote health, fitness, and wellness.

Students will engage in various activities and work on basic personal fitness, developing work out programs, injury prevention, anaerobic and aerobic personal fitness, and lifelong fitness and wellness.

Pre-/Co-requisites: No Pre-/Co-requisites are requirements.

Course Objectives

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

1. Describe the benefits of routine physical activity.
2. Describe the Stages of Change model used in changing to a healthy lifestyle.
3. Determine how much physical activity is needed each week and how to prepare for physical activity.
4. Measure and assess your cardiorespiratory endurance then design an appropriate cardiorespiratory exercise program.
5. Define and assess flexibility and implement stretching into an exercise program.
6. Describe effective muscle training exercises and assess muscular strength and endurance.
7. Design an effective muscle training program.
8. Describe the major components of nutrition and how to change to a healthy diet.
9. Describe methods to assess body composition and identify strategies for effective weight management.
10. Identify the health benefits of high-quality sleep and the health effects of poor-quality sleep, and implement behaviors and other considerations to improve sleep quality.
11. Identify common symptoms of stress, sources of stress, and useful strategies to cope with stress.

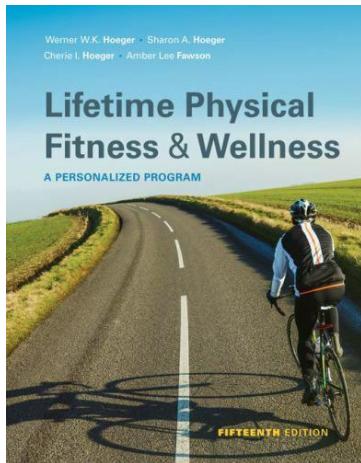
12. Describe a lifetime fitness program.

1. **Standards Alignment** (Physical Education Program Approval Standards-ND ESPB):

- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Required Materials and Technologies

Lifetime Physical Fitness and Wellness by Hoeger, Werner W. K., Hoeger, Sharon A., Fawson, Amber L., Hoeger, Cherie I., Hoeger, Sharon, Hoeger, Werner W. K., and Fawson, Amber Lee



Course Expectations

Instructor/Student Communication

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

- Actively participating 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. A follow up email to your instructor might be helpful if you do not hear back within your intended time frame.
- Point values for any missing work may remain vacant until I no longer will accept late work. Vacancies (rather than 'zero' value) may impact your overall course grade, temporarily. It is your responsibility to recognize this so that at the end of the semester when a 'zero' value is entered, you understand that overall grade may drastically change when you have missing work.
- Late work will only be accepted for up to 50% of credit.
- If dishonesty is suspected or more information is needed to better assess your assignment or lab, the instructor is permitted to follow up for more information regarding your work.

Assignments and Assessments

The completion of all assignments and assessments is required.

- **Labs** (assessment methods vary & some equipment required)
- **Practice Activities**
- **Midterm Exam**
- **Final Exam**
- **Discussions**

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.

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.
- Exams cannot be made up. Extenuating circumstances may occur (not guaranteed) if it is arranged prior to the exam.
- Failure to complete assignments/exams will affect your grade.
- (Although rare, assignments and overall point totals are subject to change)
- Materials and equipment used in labs: (*it is recommended to use the proper equipment indicated for the labs, but there usually are alternatives if needed.)
- Some labs require a tracking period and/or will take you longer to complete, so make sure that you are looking ahead and planning accordingly.
- For some weeks, you have two weeks to complete those labs. This is to allow you to thoroughly and honest complete all requirements of the labs. I believe that it does not benefit either of us if you feel inclined to give dishonest or inaccurate information simply to meet a due date.

Discussions

Several labs in this course require certain types of equipment and materials (i.e. bench press, body measuring tape, etc.). It is a good health practice and ideal for the course to have access to fitness equipment whether it be at a local fitness center or weight room or in the comfort of your own home. However, I know that for various reasons sometimes that is a challenge. Fortunately, most exercises that require this equipment and materials often have alternative options, so that is the purpose of the discussion forum. Please share any information, insight, ideas, or alternatives that might be helpful for someone else. This can be something that you did or used for this course or it can be things that you have done or seen used before.

Grading Scale

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 59 or below

(Grading scale is calculated and based on percentage of overall points)

Breakdown of grades

Task	Total Points	Weighted percentage
Labs	925	77%
Practice Activities	120	10%
Exams	150	13%
= 1,195 total possible points (subject to change)		= 100%

Course Timeline

Chapter (subject to change)	Assignments (subject to change)	Due Date
Chapter 1	Lab: 1-1 25 pts Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 2	Lab: 2-1 75 pts Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 3	Labs: 3-1, 3-2 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 4	Labs: 4-1, 4-2, 4-3 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 5	Labs: 5-1, 5-2, 5-3 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 6	Labs: 6-1, 6-2, 6-3 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 7 (<i>equipment required</i>) (+1 extra week to complete Lab 7)	Labs: 7-1, 7-2, 7-3 (50 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 8 (+1 extra week to complete Lab 8)	Labs: 8-1, 8-2, 8-3, 8-4, 8-5 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 9	Labs: 9-1, 9-2, 9-3 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 10 (+1 extra week to complete Lab 10)	Labs: 10-1 (50 pts) (includes 7-day sleep tracking) 10-2 (25 pts) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 11	Labs: 11-1, 11-2, 11-3, 11-4 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Chapter 12	Labs: 12-1, 12-2, 12-3, 12-4 (25 pts each) Practice Activity 10 pts	Sunday at 11:59 PM
Midterm Exam	Chapters 1-6 (50 pts- Opens Monday February 19 th at 7:00 AM))	Sunday at 11:59 PM

Final Exam	Chapters 7-12 (100 pts) proctor not required for exams, but you will have a 60-minute time limit.	Closes Friday, May 9 th , 2024, at 11:59 PM
<i>Grading will be updated about every 1-2 weeks or sooner.</i>		

Enrollment Verification

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

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)

Appendix

Continuity of Academic Instruction for a Pandemic or Emergency Item

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 promote health and safety for students, faculty, and staff.

How to address your instructor

Elora, Coach Passa, or Miss Passa

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	Introduces (Only Mastery Level Assignments Report)
SLO # 3	Introduces (Only Mastery Level Assignments Report)

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.

Continuity of Academic Instruction for a Pandemic or Emergency

In the event of a major campus emergency resulting in the need for remote instruction, temporary suspension of classes, or early ending to the semester; the course mode of instruction and course requirements, deadlines, and grading percentages on the official syllabus are subject to change. The course instructor will notify you of such changes by email and/or by the campus learning management system (LMS), currently Blackboard Learn.

Land Acknowledgement Statement

Mayville State University, a land grant institution created in 1889, collectively acknowledges that the region we occupy rests upon the ancestral, traditional, and current lands of Indigenous groups of the Dakota, Ojibwe, and Metis. We pledge to build our relations with the contemporary First Nations of North Dakota including the Mandan, Hidatsa, and Arikara Nation; Sisseton-Wahpeton Oyate Nation; Spirit Lake Nation; Standing Rock Sioux Tribe; and Turtle Mountain Band of Chippewa, as well as neighboring tribes.

Mayville State University advocates for the healing of the historical trauma endured by the descendants of those who were forcibly removed from their homelands. We recognize and support the sovereignty of tribal nations and for Indigenous communities.

Mayville State University strives toward an emerging future of friendship, collaboration, and progress.

Academic Grievance/Concerns and Instructor English Proficiency

Mayville State University faculty members and staff are held to a high standard of behavior and are expected to act as role models for students. In addition, the State Board of Higher Education requires that all faculty members and teaching assistants in the NDUS have appropriate communication skills, including the ability to speak English clearly and with good pronunciation. Students who experience academic concerns should follow the steps outlined here:

1. Discuss the concern with the instructor to see if resolution can be reached.
2. If the concern is still not resolved, contact the instructor's Division Chair for assistance.
3. Concerns still not resolved should be brought to the attention of the Vice President for Academic Affairs (VPA), via email or within the electronic reporting system using the 'Report a Concern' link located under 'Contact Us' on the bottom of the MSU homepage.

Starfish – Student Success System

Starfish is Mayville State's Student Success & Early Alert System the faculty and staff use to report feedback on your academic performance, attendance, etc. If you receive a Starfish notification (will be sent to your @mayvillestate.edu email from the Student Success Center), please read it immediately – it will contain important information for you.

We Care About Your Success

Throughout the term, you may receive emails from Starfish® regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You will also have the ability to reach out for help by "Raising your hand" in Starfish and choosing between the "I Have a Question" flag and the "I Need Help" flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you.

Once again, we are here to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

So be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified about your academic progress throughout the semester. If you have any questions, you can visit the Starfish webpage on MSU's site found in the "Current Students" tab and under the "Academic Information" list.

NetTutor - Online Tutoring Program

NetTutor is a free, online tutoring service that provides one-on-one virtual tutoring sessions with a professional tutor, as well as a Question Center which allows students to privately post a question and receive a personalized

answer within 24-hours in a variety of subjects. NetTutor does not require you to schedule an appointment, you can just "drop in" online for a live, one-on-one tutoring session. NetTutor helps students progress in the classroom and beyond!

Students with Documented Disabilities



You have the right to be accommodated if you are a student with a documented disability. Visit the Student Success Center, or contact them at studentsuccess@mayvillestate.edu, to design a solution that will help you succeed.

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodation to the Director of Student Success and Disability Support Services. Any information shared will remain confidential.

Student Learning Outcomes (SLOs) & Essential Learning Outcomes (ELOs)

Institutional academic assessment at MSU guides improvement of student learning. This assessment process also ensures learning outcomes are consistent with the university's mission and goals and allows comparison of desired learning outcomes to actual learning. This information is the basis for programmatic changes and ultimately to improvements in teaching and learning.

The faculty has defined [Student Learning Outcomes \(SLOs\)](#) for each major. [Essential Learning Outcomes \(ELOs\)](#) apply to students in all courses offered for Essential Studies and are consistent with those identified through the American Association of Colleges and Universities (AAC&U) Liberal Education - America's Promise (LEAP) initiative.

Academic Integrity

Definitions

Academic Integrity is the commitment and demonstration of open, honest, and responsible pursuit of scholarly activity. Academic dishonesty is the purposeful attempt to gain through violating these core principles. Common examples of academic dishonesty include cheating on tests, quizzes, oral presentations, and general coursework. Common examples of cheating include copying from another student's work, using materials or platforms not authorized during a test or for an assignment, not honoring proctoring system rules, allowing someone to copy your work (including research data or any other assignment), stealing, selling, buying, or other unauthorized use or sharing of content or work to fulfill an academic assignment, fabrication of data, and plagiarism. Cheating also includes submission of nearly identical work one has previously offered for credit in another course without prior approval by the instructor, altering official documents, and collaborating on assignments requiring individual work.

Consequences

Breaches of academic integrity are addressed at two levels: As an academic matter and as a violation of the Code of Student Rights and Responsibilities. As an academic matter, breaches are addressed by the faculty instructing a course. Breaches of academic integrity may result in action at the level of the Code of Student Rights and Responsibilities as violations of Part III: Prohibited Conduct, Section A: Academic Integrity.

More information can be found in [MSU Policy 540.1 Academic Integrity](#) and in [the Code of Student Rights and Responsibilities](#).

Emergency Notification

The State Board of Higher Education requires all students, student employees, and NDUS employees to participate in the Emergency Notification System (ENS) pursuant to [SBHE Policy 1902 \(Policy M1902\)](#). Students will have the ability to update their information in the ConnectND portal with a cell phone number and an email address. Students are allowed to leave 'ENS' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

- a) 'ENS' registered personal cell phone that is turned on
- b) 'ENS' registered campus email when a computer or other electronic communication device is active.

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the [Mayville State University Academic Catalog](#).

Diversity Statement (Title IX)

MSU is committed to providing a safe learning environment, free of harassment and discrimination. All instructors are asked to practice principles of diversity and inclusion, and as such, will provide a respectful learning environment for all students, regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Students as well are expected to treat all members of their learning community with respect.

Additionally, [University policies](#) require instructors to share information about incidents of gender-based discrimination and harassment with the [University Title IX Coordinator](#), regardless of whether students share such incidents with the instructors in person or as part of their coursework.